

U. S. Department of Education
Office of Vocational and Adult Education

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The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name:

Indiana

Eligible Agency Submitting Plan on Behalf of State:

Indiana Department of Workforce Development

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission (check *all* that apply):

☒ **5-Year**

☒ **Unified - Secondary and Postsecondary**

☐ **Unified - Postsecondary Only**

☐ **Title I only (*All Title II funds have been consolidated under Title I*)**

☒ **Title I and Title II**

Indiana State Plan: FY 2009-2013 (July 1, 2008-June 30, 2013)

In Fulfillment of the Requirements of
The Carl D. Perkins Career and Technical Education
Improvement Act of 2006 (P.L. 109-270)

Indiana Department of Workforce Development
Teresa Voors, Commissioner
March 27, 2008

INDIANA STATE PLAN FOR CAREER AND TECHNICAL EDUCATION: FY 2009-2013

TABLE OF CONTENTS	PAGE
INTRODUCTION	7
SECTION I PLANNING, COORDINATION, AND COLLABORATION	
I A 1 Public Hearings	11
I A 2 Recommendations and Agency Response	11
I A 3 Collaboration for Development of Plan	11
I A 4 Participation in Development of Plan	12
I A 5 Plan in Relationship to Amount and Use of Funds	13
SECTION II PROGRAM ADMINISTRATION	
II A 1 Preparation and Submission of 5-Year Plan	15
II A 2 Activities to Meet or Exceed State Adj. Perf. Levels	15
IIA2 (a) CTE Programs of Study	15
IIA2 (b) Development and Implementation of Programs of Study	17
IIA2 (c) Development of Articulation Agreements	18
IIA2 (d) Availability of Information About Programs of Study	18
IIA2 (e) Secondary and Postsecondary CTE Programs	19
IIA2 (f) Criteria for Approval of Funding for Eligible Recipients	23
IIA2 (g) Preparation of CTE Students Including to Graduate With Diploma	24
IIA2 (h) Preparation of Students for Postsecondary Education	25
IIA2 (i) Use of Funds for Program Improvement	27
IIA2 (j) Sharing Best Practices	28
IIA2 (k) Use of Funds to Link Secondary and Postsecondary Education	28
IIA2 (l) Reporting on Integration of Academic and Technical Content	29
II A 3 Comprehensive Professional Development	30
IIA3 (a) Integration of Academic Content Standards	30
IIA3 (b) Increase Teachers Meeting Certification Requirements	31
IIA3 (c) Professional Development of CTE Teachers	31
IIA3 (d) Applied Learning	32
IIA3 (e) Knowledge and Skills to Work With Special Populations Students	33

II A 4	Efforts to Improve	33
IIA4 (a)	Recruitment and Retention of Technical Educators	33
IIA4 (b)	Transition to Teaching from Business and Industry	34
II A 5	Transition into Baccalaureate Degree Programs	35
II A 6	Involvement in Planning and Evaluation of Technical Programs	35
II A 7	Efforts to Improve	36
IIA7 (a)	Improvement in Academic and Technical Skills	36
IIA7 (b)	Understanding All Aspects of an Industry	38
IIA7 (c)	Challenging Academic Proficiencies	39
II A 8	Providing Technical Assistance	39
II A 9	Relationship of Technical Education to Occupational Opportunities	40
II A 10	Coordination With Other Federal Education Programs	40
II A 11	Non-duplication of Programs	40
II B 1	Copy of Local Applications (see Attachments)	41
II B 2	State Governance	41
II B 3	One-stop Career Center Delivery System	42

SECTION III PROVISION OF SERVICES FOR SPECIAL POPULATIONS

III A 1	Description of Program Strategies	42
IIIA1 (a)	Equal Access	42
IIIA1 (b)	Non-discrimination	43
IIIA1 (c)	Preparation for Further Education or Work	43
III A 2	Alternative Education Programs	44
III A 3	Non-traditional Fields	45
III A 4	State Correctional Institutions	45
III A 5	Special Needs	45

SECTION IV ACCOUNTABILITY AND EVALUATION

IV A 1	Procedures Employed to Include Input on Indicators	46
IV A 2	Procedures Employed to Include Input on Levels of Performance	46
IV A 3	Identification of Core Indicators	46
IV A 4	Alignment of Indicators to Other State or Federal Programs	47
IV A 5	Performance Levels for Transition Plan	47
IV A 6	Process for Reaching Agreement on Local Levels	47

IV A 7	Objective Criteria to Request Local Levels of Performance	48
IV A 8	Data Reporting and Accuracy	48
IV A 9	Reaching Agreement on Performance Level with Consortia	48
IV A 10	Annual Program Effectiveness Review	49
IV B 1	Information Requested in Part C	49
IVB1 (a)	Definition for Core Indicators of Performance	49
IVB1 (b)	Baseline Data for Core Indicators of Performance	49
IVB1 (c)	Proposed Performance Levels	49
IV B 2	Technical Skills Assessments	49
SECTION V	TECH PREP	
V A 1	Coordination with State Activities Under Title I	56
V A 2	Competitive Grants to Consortia	56
V A 3	Compliance with Tech Prep Required Elements	56
V A 4	Procedure to Approve Grants	57
V A 5	Procedures to Give Special Considerations	58
V A 6	Procedure to Monitor Performance and Report Annually	59
SECTION VI	FINANCIAL REQUIREMENTS	
VI A 1	Allocations Under Section 111	60
VI A 2	Dollar Allocations Under Sec 131(a)-(e) Secondary	60
VI A 3	Dollar Allocations Under Sec 132(a) Postsecondary	60
VI A 4	Allocations Among Consortia-Secondary	61
VI A 5	Allocations Among Consortia-Postsecondary	61
VI A 6	Data Adjustments for School District Boundaries	61
VI A 7	Proposed Alternative Allocation Formula	61
VI B 1	Detailed Project Budget Form	61
VI B 2	Listing of Allocations	61
VI B 3	Formula to Allocate Funds Under Section 112(a)	62
VI B 4	Competitive or Formula Basis for Reserve Funds	62
VI B 5	Procedures to Rank Recipients Under Section 112(c)	62
VI B 6	Procedures to Determine Eligible Recipients	62

Appendices

Appendix A	Summary of Public Hearing Recommendations and Testimony	63
Appendix B	Indiana High School Graduation Requirements	90
Appendix C	Secondary and Postsecondary Local Plan Applications	92
Appendix D	Tech Prep Local Plan Applications	167
Part B: Budget Forms		239
Part C: Accountability Forms		244
Part D: State Governance		259
Part E: Certifications and Assurances		261

INDIANA STATE PLAN FOR CAREER AND TECHNICAL EDUCATION: FY 2009-2013

INTRODUCTION

Indiana's future is increasingly tied to a vigorous economic development plan that includes both revitalizing traditional economic sectors and supporting new paths and ventures that bring vibrant opportunities for growth. Current state strategies are building on existing foundations in life sciences, manufacturing, information technology, and food and agriculture as well as attracting new employers in the public and private sectors. A key factor in the competition to bring new opportunities into the state will be an integrated secondary and postsecondary workforce development system that prepares a highly skilled pool of workers.

Indiana's career and technical education (CTE) system has a strong record of providing training that prepares individuals, both youth and adults, for employment in local and regional businesses and industries. More recent efforts aimed at redesigning and reorganizing these programs have focused on building an improved seamless system that is a gateway to multiple options. This system allows students to graduate from high school with a set of academic and technical skills that enables them to transition smoothly between postsecondary education and employment. In many cases, transitions are facilitated through dual credit agreements giving students a "jump start" on degree programs.

Secondary Career and Technical Education

Academic standards have been developed for approximately 90% of all secondary career and technical education courses with input from postsecondary and business/industry stakeholders. In addition, many career and technical education courses have linkages that demonstrate how the academic standards from English, math, science, and social studies are applied, reinforced, and extended through career and technical education instruction. Standards also include development of employability skills and behaviors valued by employers and crucial to entry and promotion in the workplace. Standards and courses are reviewed and updated continually to reflect changes in workplace tasks, emerging technologies, and new industries added to the state's economy.

At the high school level, CTE programs are connected to graduation requirements through the development of career pathways and programs of study (POS.) The POS build upon a required set of rigorous academic courses that prepare students for both further education and employment. Elective credits shown in the POS templates demonstrate how students can make course selections tied to career objectives thereby gaining an introduction to a career field as well as actual preparation for employment. The challenge for the next five years will be to complete the postsecondary course sequences of the 81 POS and to increase the number of statewide dual credit agreements that result in transferable, transcribed credits for high school graduates. More information about the POS expansion and implementation plans can be found in Section IIA2.

During the 2007-08 transition year, staff from the Indiana Department of Workforce Development (IDWD) and the Indiana Department of Education (IDOE) engaged in joint planning efforts to construct this comprehensive plan for Indiana CTE programs and address not only the Perkins IV requirements but other state initiatives related to student achievement, workforce preparation, economic development, and

postsecondary participation. One of the most important work products is the following collaborative vision that establishes what students enrolled in secondary CTE programs should expect from Indiana schools and career centers.

Secondary Career and Technical Education in Indiana will be known for high quality and innovative programs. High quality will consist of rigorous courses and student performance above state and national indicators. Innovation will consist of programs that are aligned with the economic demands of the community and that are constantly improving for a better student experience.

As a result of this vision, Secondary CTE in Indiana will be structured to offer its student customers the following:

- **Fulfillment of CORE 40 requirements**
- **Attainment of technical skills to prepare for college, occupations, or apprenticeships**
- **Programs that prepare students for occupations in demand by the economy**
- **Courses that are relevant, meaningful, and engaging to students**
- **Graduation from high school at a higher rate than the state average**
- **Courses that include technically relevant mathematics, reading, writing, and speaking activities every week**
- **Development of “employability” or soft skills**
- **Opportunity for every CTE student to obtain some college credit**
- **Opportunity for every high school student to take a sequence of CTE courses**
- **Opportunity to participate in a work or industry-based learning situation**
- **Opportunity for every CTE student to obtain, or be on a path to obtain, an industry recognized certification**
- **Courses that are recognized and valued by employers**
- **Opportunity to obtain Academic Honors or Technical Honors Diplomas**
- **Opportunity to develop leadership skills while participating in CTE student organizations**
- **Guidance and counseling efforts that promote CTE as a rigorous and relevant option for every high school student**

The Role of Indiana CTE in High School Improvement

In light of continued state and national emphases on raising student achievement, redesigning the high school experience and expanding enrollment in postsecondary programs, it is important to remember that graduation from high school with extensive course work in career-technical education continues to be an important route to economic success for many students. In the current climate of standards-based instruction, high stakes assessments, and documentation of student progress, the challenge for CTE centers on organizational structures and redesigned programs that merge state and national goals with workplace needs and interests of students.

Past perceptions that students are *either* college bound *or* entering the workplace directly after high school must be discarded. Skills needed for success in postsecondary programs and the workplace have converged

and the truly prepared students are those with the academic and technical skills that allow them to transition smoothly between both worlds. Preparing students to navigate between education and employment requires merging two previously separate systems. The recently adopted Core 40 with Technical Honors Diploma is a promising step towards eliminating the idea that college preparation and workforce preparation are mutually exclusive. CTE must be recognized as an essential component of a comprehensive educational system that can serve as a model for high school redesign and contribute to students' academic achievement preparing them for multiple options after graduation.

Since the 1990's, Indiana has participated in the High Schools That Work (HSTW) consortium. Schools that have made a strong commitment to the HSTW goals and key practices have posted gains in reading, mathematics, and science achievement as measured by a revised NAEP assessment. Indiana's Core 40 curriculum, required for high school graduation, now has a stronger correlation to the HSTW recommended curriculum. Furthermore, overall student satisfaction with their high school experience significantly improved at those HSTW sites concentrating on implementing effective strategies. Plans are in place to expand and improve Indiana's participation in the HSTW model during the next five years.

Other models currently gaining interest in Indiana include *Jobs for America's Graduates* and *New Tech High*. These models and others with strong career and project-based components offer additional opportunities and challenges for Indiana CTE. Building capacity to meet the increased interest in high quality, innovative CTE programs will need to be a major focus over the next five years.

Indiana's Postsecondary System

Indiana's higher education system is comprised of two-year community colleges and nationally recognized four-year institutions most with main and regional campuses. The state agency charged with oversight of the postsecondary system is the Indiana Commission on Higher Education. In addition, a full time, permanent staff member at DWD has been assigned to work with postsecondary customers to continue progress on efforts such as development of dual credit agreements, integration of academic and technical studies, and improvement in the numbers of students who enroll in and complete CTE degree programs.

A variety of CTE certifications and degrees are available statewide. Programs have been designed to prepare high school graduates for first-time careers as well as adults who are changing careers or upgrading their skills for job promotions and movement up the career ladder. Effective CTE associate degree programs at Ivy Tech Community College and Vincennes University are characterized by close working relationships to employers and smooth transitions of participants into the workforce at higher levels of income and employment success. Partnerships have been forged with local and regional employers so that customized, technical skill development programs can be offered on-site to incumbent workers. In addition, the last five years have seen an emphasis on the role of Indiana's public four-year institutions in providing educated workers whose skills sets meet demand from top Indiana employers.

Major work remains to be done so that smooth transitions at every point of the CTE system can occur. Future success will be defined by the ease in which students can transfer credits as they advance from secondary schools to community colleges and to the university system.

Indiana's Strategic Skills Initiative

In June 2005, Governor Daniels announced a Strategic Skills Initiative (SSI) designed to address the state's critical job shortages, create new jobs, and raise the income of Indiana citizens. Industries targeted through this initiative are: Agri-Biz/Science; Hospitality; Logistics; Advanced Manufacturing; Biotechnology; Healthcare; and Entrepreneurship. Investment of state and federal (Workforce Investment Act) dollars has helped to place Hoosiers in shortage occupations, foster new business development, and strengthen regional relationships between training providers (including secondary CTE), business and industry, and postsecondary institutions.

It is expected that SSI will continue to provide a focus for the entire CTE system as DWD, DOE and the postsecondary institutions continue to collaboratively develop and align program offerings with these high wage, high demand career opportunities for youth and adults. Funds provided through the Carl Perkins Act of 2006 and other state and local resources will enable development of a CTE system that is a gateway to multiple pathways—preparing learners for the next stage of life, whether it is work, training and promotion, or continuing education.

SECTION I. PLANNING, COORDINATION, AND COLLABORATION

PLANNING, COORDINATION, AND COLLABORATION PRIOR TO STATE PLAN SUBMISSION

I A I How public hearings were conducted in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan.

Public hearings were conducted on March 3, 5, 6, and 10, 2008 at four (4) regional locations: two (2) in Indianapolis and one each in Columbus and Valparaiso. Hearings were held at area career center facilities with staff from the IDWD and IDOE present at each site to facilitate the hearing activities. Sites were identified based on geographic location, accessibility to the public, and ability to use technology and power point presentations to facilitate discussions.

Invitations and announcements about the public hearings were sent to all state postsecondary institutions, state legislators, career and technical educators, IDOE staff, regional economic development boards, regional workforce investment boards and operators, and the Governor. A draft copy of the plan was posted on the IDWD web site and paper copies were provided at each regional hearing location. Options for providing written testimony via surface mail, submission at the site or email were explained to all prospective participants.

Names of those attending the hearings were documented via a sign-in sheet. A total of sixty-six people attended the four locations. Verbal testimony was audio taped and written notes of comments were taken. Testimony and notes from the informal discussion were studied and, where appropriate, used to develop the final draft of the plan.

I A 2 Summary of the above recommendations and the eligible agency's response to such recommendations in the State plan.

Refer to Appendix A on page 63 for the identification of all questions/recommendations raised by individuals in attendance as well as the public agency responses.

I A 3 How the State plan was developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan.

The Indiana Five-Year Plan for Career-Technical Education was created under the leadership of the Indiana Department of Workforce Development's Career and Technical Education Division (CTE) in collaboration with the Department of Education's Office of Career and Technical Education (OCTE) and the Commission for Higher Education (CHE). Activities included more than a year of research beginning in the summer of 2006 including evaluation of a pilot group of career and technical education centers and dialog with internal and external stakeholders.

Most of the work for the five-year plan was organized around five key sections of the Perkins IV legislation:

1. Program Administration;
2. Provision of Services for Special Populations;
3. Accountability and Evaluation;
4. Tech Prep Programs/Services; and
5. Financial Requirements.

The State CTE director and representatives of the IDWD and IDOE staff formed a Perkins IV Steering Committee that met at least two hours each week to share progress and discuss questions related to plan development. Topics explored included statewide articulation agreements, uses of secondary funding, Tech Prep strategies, and postsecondary programming.

Additionally, IDWD worked with the Indiana Association of Career and Technical Education Districts (IACTED) to set up a series of regional meetings and a summer retreat to secure input from the required individuals and entities. (The next section provides more detail about the joint development and stakeholder input process.)

I A 4 How effective activities and procedures were developed, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan.

The State Director from IDWD facilitated discussions at four regional IACTED meetings to gather feedback on: Perkins requirements, a proposed mission/vision statement, and general issues associated with implementation of quality career-technical programs. The meetings, conducted in the Fall of 2006, were held in Kokomo, Indianapolis, New Albany, and Elkhart as part of a series of drive-in workshops. A follow-up session was conducted as part of a summer retreat for career-technical educators held at Brown County State Park in June, 2007.

Participants at these sessions included CTE teachers and administrators, academic teachers, counselors, school superintendents, IDOE staff, special population coordinators, Tech Prep staff, postsecondary representatives, students, business and industry representatives, and other interested parties.

Feedback was collected, summarized and disseminated back to participants. During the transition year, IACTED also set aside a portion of each monthly meeting's agenda for updates and input on the development of the State Plan. List serves, e-mails, and web postings helped to ensure that information was shared with a diverse audience.

I A 5 How the portion of the State plan was developed relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engage in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary.

IDWD is the sole State agency responsible for receipt and administration of career and technical education funds under the Carl D. Perkins Career and Technical Education Act of 2006. Under state law, the Indiana Commission on Career and Technical Education has responsibility for developing, implementing, and supervising the state plan for career and technical education. The Indiana Commission on Career and Technical Education (ICCTE) is a Governor appointed body housed under the Indiana Department of Workforce Development. As stipulated in State law, the Indiana Commission on Career and Technical Education (ICCTE) receives, distributes, and maintains accountability for all federal funds available for career and technical education.

On behalf of the ICCTE, IDWD staff prepared the fiscal portions of this Plan based on the following:

- Indiana law that mandates that at least 60% of the available Perkins funds be awarded to eligible secondary recipients.
- Secondary and Postsecondary allocations as generated by the formula established in the Perkins Act of 2006.
- Required and allowed set-asides for: State Leadership Activities; State Administration; Nontraditional Training and Employment; and, Correctional Institutions.
- Tech Prep Consortia allocations, and State Tech Prep administration.

On March 27, 2008, the Indiana Commission on Career and Technical Education approved the amended complaint procedure pertaining to funds derived from the Perkins Act (originally adopted in January, 1992.)

COMPLAINT PROCEDURES

The following procedures are applicable for any complaint that a State Agency or a subgrantee is violating Public Law 105-220 (Carl D. Perkins Career and Technical Education Act of 2006) or regulation pertaining thereto.

- (1) Written and signed complaints may be filed with the Indiana Commission on Career and technical Education (hereinafter called the Commission) by a subgrantee, organization, or an individual (hereinafter called the complainant.)
- (2) The complainant must include: (a) a statement that a subgrantee or a State Agency has violated a requirement of Public Law 105-220 or regulations that apply to the program; and (b) the facts on which the statement is based.

- (3) As part of the complaint resolution process, the Commissioner or the Commission staff, if necessary, will carry out an independent on-site investigation.
- (4) Complaint investigations will be completed within sixty (60) calendar days after the Commission receives the complaint; except that, if exceptional circumstances to a particular complaint exist, the Commission may extend the time limit.
- (5) If the complainant is dissatisfied with the final action of the Commission with respect to the alleged violation, the complainant may, after such final action or notice thereof, file a petition for review of that action with the Secretary, US Department of Education. If the complainant or the Commission disagrees with the decision of the Secretary of the USDOE, either may appeal to a civil court with jurisdiction.

SECTION II. PROGRAM ADMINISTRATION

II A 1 How a State plan for a 5-year period was prepared and submitted to the Secretary

The Career and Technical Education section of IDWD is the designated group for the coordination and development of Indiana's five year plan for use of funds available under the Perkins Act of 2006. After public hearings and comments, IDWD presented the final draft plan to the ICCTE on March 27, 2008. The plan was approved and is now submitted as the Indiana State Plan for Career and Technical Education under provisions of the Perkins Act of 2006 covering the period of state fiscal years 2009-2013. IDWD and ICCTE will annually review implementation of the state plan as reflected in the annual performance reports submitted by eligible recipients, including an assessment of the state's aggregate achievement of the adjusted levels of performance for its core indicators.

II A 2 Description of the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**
- i. Incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

During the transition year, IDOE staff from career and technical education and other academic subjects (science, mathematics, fine arts, etc.) developed the Indiana Career Cluster Pathways modeled on the work completed at the national level. Posted on the IDOE web in January, 2008, these 81 pathways encompass all 16 federal career clusters and will serve as the foundation for the programs of study (POS) required under the Act. Templates can be customized to reflect courses offered at the local level and any local/regional dual credit agreements that have been negotiated. They can also be individualized to reflect each student's education-to-career plan.

The high school section of each pathway is designed using Indiana's Core 40 Diploma requirements as a baseline. (See Appendix B on Page 90) This diploma is the required curriculum for all students and represents a balanced sequence of rigorous, college-preparatory courses in core academic subjects and elective choices that can include CTE classes. Students with a clear career focus may also work towards the Core 40 Technical Honors Diploma that requires 47 credits, a 3.0 or better grade point average, acquisition of 8 or more CTE credits, and an option to demonstrate technical achievement either through taking

WorkKeys, earning dual credits, receiving an industry recognized certification, and/or successful completion of a work-based learning experience. A list of industry recognized certifications that can be used to qualify for this diploma has been jointly developed by IDWD and IDOE staff and is published on the IDOE website.

At this time 4 CTE courses have been reviewed by *postsecondary science faculty* and approved by the Indiana Commission on Higher Education as Core 40 science courses. Advanced life science courses in plants/soils, foods, and animals, and the health sciences course in medical anatomy and physiology can be used to fulfill 2 of the 6 required science credits for the Core 40 Diploma. This designation helps students to meet diploma requirements in addition to pursuing technical courses related to their career interests. End of course assessments are in place for each of the 4 courses.

Over the next 2-3 years the postsecondary elements of each pathway will be completed so that a clear, seamless transition is in place for students moving from secondary to 2- and 4-year degree programs and into careers. Preliminary work has begun on postsecondary sequences for pathways in the following clusters: Agriculture, Food, and Natural Resources; Information Technology; and Manufacturing. Until postsecondary elements are finalized, each pathway has a link to **LEARNMORE Indiana**, a web site that allows students to explore college and career programs available in our state. LEARNMORE also distributes a “Career and Course Planner” to each high school for all students. The Pathways/POS will serve as tools to help students, parents, and counselors work through the development of four-year course plans and to plan ahead for further education and training. This portfolio document also includes space for students to record test score information, extracurricular activities, service learning and work experiences, and personal improvement plans.

Many opportunities currently exist for secondary students to earn dual credits that count towards both a diploma and a postsecondary degree. While many of these agreements have been negotiated between area career centers and regional postsecondary institutions, development of statewide agreements resulting in transferable, transcribed credits are in process. Early successes in this area include information technology and engineering technology credits available through Indiana University-Purdue University at Indianapolis and credit for the Project Lead the Way Pre-Engineering courses through Ivy Tech Community College.

Indiana has also instituted the Core Transfer Library (CTL), a statewide effort to help students transfer college credits among public college and university campuses. CTL courses will meet the general or free elective requirements of undergraduate degree programs and most will also count towards specific degree requirements if an equivalent course is taught at the selected college or university campus. Currently 9 courses listed in the CTL are career-technical education courses. Plans include increasing the number of CTE courses on this list or beginning development of a parallel list for technical courses. When completed, these opportunities will enable students to simultaneously earn secondary and postsecondary credit while in high school and smoothly transition to certificate, associate and/or baccalaureate degree programs.

During the transition year, eligible recipients of Perkins funding were required to survey and evaluate current CTE sequences that might be developed into a POS meeting the Perkins criteria. It was determined that students and parents needs would better be met if the POS listed on the IDOE web site were adopted by all local recipients. This ensures that resources developed at the state level and those available through the national career cluster project would provide consistent information in a common format. By the end of the

2008-09 school year, each eligible recipient of Perkins funding is required to offer at least one CTE program of study.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

As described above, the development of the Indiana Pathways/POS is well underway although significant work needs to be done to complete the postsecondary elements, expand dual credit agreements, and develop assessments to document technical achievement.

Approximately 90% of secondary CTE courses included in the POS are standards-based and connected whenever appropriate to industry-recognized certifications. Standards have been developed and revised on a continuous improvement cycle by state level committees consisting of secondary educators, postsecondary representatives, and business/industry/labor stakeholders. Course standards typically address three domains: a technical core; workplace/employability competencies; and, career development. In addition, CTE course standards include related Indiana academic standards in English, mathematics, science, and social studies. By connecting the CTE standards to state academic standards, it is clear to all parties how CTE courses support, reinforce, and extend core academic learning.

It will be necessary to continue the course review and revision process on a regular cycle to ensure that content matches business and industry practices and is suitable for dual credit agreements. This process will include revisions to the POS as new courses are added and older ones redesigned or eliminated. CTE standards will continue to reflect the most essential elements of the curricula and will provide students the necessary knowledge and skills to be successful within the pathway and to transition to further education and employment.

Implementation of the Pathways/POS will be supported through technical assistance and professional development activities provided to CTE directors, secondary CTE and academic teachers, and postsecondary admissions personnel, and instructors. The national career clusters organization has identified fifteen critical components for implementation of pathways, POS, and other career related activities. State leadership activities and eligible recipients' initiatives will promote these components: 1) building administrative support, 2) scheduling shared planning time between CTE and academic teachers, 3) including parents in career development activities, 4) conducting ongoing POS staff development, 5) using standards-based curricula, 6) building parent and community support, 7) formalizing education partnerships, 8) expanding business/industry partnerships, 9) developing multi-measure assessments, 10) interdisciplinary team teaching, 11) flexible scheduling, 12) integrating academic and CTE curriculum, 13) using creative and innovative teaching strategies, 14) expanding workplace opportunities, and 15) involving students in the design and development of coursework and capstone projects.

To ensure full implementation of the Pathways/POS, eligible recipients must develop a plan to transition existing CTE programs into POS that meet the Perkins criteria. By 2013, at least 85% of secondary career-technical education programs will be sequenced and delivered matching the state-approved format. Postsecondary recipients will follow the same plan in collaboration with secondary recipients, IDWD, and

IDOE staff to develop and extend the POS sequences to clarify associate and baccalaureate degree requirements.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Development of education and business partnerships is a permissive use of Perkins Act funds. Partnerships between secondary and postsecondary institutions at the local and regional level have been in place for many years and have resulted in numerous articulation, advanced standing and dual credit agreements. The emerging preference for these types of agreements centers on *statewide* dual credit agreements that result in transferable, transcribed credit. These types of arrangements expand students' choices for further education, better meet the needs of a mobile population, and provide a means of data collection regarding credits earned and actually used to complete a degree program.

The State will support the research, promotion, development, and implementation of agreements in the following ways:

- Formation of statewide steering committees made up of members from IDWD, IDOE, ICHE, Ivy Tech and Vincennes Universities to discuss proposals, identify possible courses on which to target first tier efforts and identify obstacles;
- Identification of criteria for agreements to be used locally and statewide;
- Identification of common definitions and processes for transfer and dual enrollment opportunities;
- Research of the current Electronic Secondary School Reports (eSSR) project and potential for inclusion of CTE dual credits on student transcripts and other uses of a web-based transcript system;

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

IDOE has posted POS on the web site pages maintained by the Office of Career and Technical Education. Links to other school and career center web sites are also hosted on the IDOE pages. As secondary eligible recipients further develop and refine local POS, information will be posted on their own pages. Most CTE districts have also developed print and visual information about their career cluster offerings and will be taking steps to include information about POS sequences and the benefits of completing a POS in future revisions. Additional strategies used by secondary eligible recipients for marketing POS will include participation in advisement activities and parent nights held for middle school students and parents, CTE open houses, and career fairs.

Another state level web site is LEARNMORE Indiana, billed as the place for "college and career connections." Each POS is currently linked to this web site so that students can explore jobs, apprenticeships, and postsecondary degree programs that build on their high school experiences in CTE. This organization also distributes a career and course planner to all high schools for use with their students. Steps will be taken to provide information about POS that can be used in conjunction with these planners. A new Indiana law requires that school counselors must meet annually with students and parents beginning in the 6th grade to create a "Graduation Plan" containing a career objective and a post-high school transition plan.

Another state agency partnership exists between IDOE and ICHE to develop a magazine series for high school students. On Track targets 9th and 10th graders with tips on being a successful student, effective study and test taking strategies, and early planning for college. The publication for 11th and 12th graders is called Indiana Next and focuses on helping students prepare for life after high school including information about selecting a college and degree program, applying for apprenticeships, and finding funds to pay for higher education costs. These publications will be used to provide information about POS and direct students to more detailed electronic and print information. A companion piece to the magazines will be an informational brochure about the Core 40 Technical Honors Diploma. Since an important strategy for earning this diploma includes planning and sequencing CTE courses, links to POS web pages will be featured.

Two list serves for counselors are maintained and operated by IDOE career and technical education and school counseling personnel. Information about POS, how to use these with students, and announcements about staff development sessions focusing on POS will be distributed through these vehicles. Preliminary discussions have been held to explore development of a guide to implementing Indiana Pathways/POS that could be used at training sessions offered to both secondary counselors and postsecondary admissions staff. In addition, IDWD and IDOE staff will explore the possibility of establishing regional liaisons that will team with school counselors and area career and technical education directors to promote partnerships between CTE and career/guidance counselors.

(e) Secondary and postsecondary career and technical education programs to be carried out including programs that will be carried out by [the State] to develop, improve, and expand access to appropriate technology in career and technical education programs;

The Indiana CTE system includes a wide array of programs, services, and activities funded through a combination of local, state, and federal resources. Secondary CTE courses titles, descriptions, and standards are available online through the IDOE web pages. CTE curriculum concentrations encompass the traditional subject areas of agriculture, business, family/consumer sciences, health science education, marketing, and trade/industrial education. In addition, students can pursue studies in information technology, pre-engineering, and biomedical sciences and participate in work-based learning through internships and cooperative education. These are all incorporated into POS that can meet the career interests of students and the accountability measures set forth in Perkins IV. Opportunities to participate in career-technical student organizations (CTSO) and STEM-related activities are additional options for students. These co-curricular and extracurricular activities build leadership and team skills and enhance technical competency. A brief description of the curricular areas and CTOSs can be found below.

Agriculture Education - The vision and mission of Agricultural Education is that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture. The courses organized under this subject area are used to develop POS for the Agriculture, Food & Natural Resources career cluster. Areas of instruction include the production, processing, marketing, and distribution of agricultural commodities and resources. The CTSO affiliation is:

FFA - The FFA is the career and technical education student organization that is an integral part of the instruction and operation of a total agricultural education program. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural science and agricultural business total program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Business and Information Technology - The mission of CTE: Business & Information Technology to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training that will allow the student to have a greater chance of success in any career. While technical skills learned in these subject areas cut across all POS, courses under business and information technology form the fundamental CTE sections of many POS organized under the following career clusters: Arts, A/V Technology and Communication; Business, Management & Administration; Finance; Hospitality & Tourism; Information Technology; and, transportation, Distribution, & Logistics. The CTSO affiliation is:

Business Professionals of America - Business Professionals of America (BPA) activities are conducted on regional, state, and national levels and test competency in various areas of business/office occupations. The words “Business,” “Professionals,” and “America” define the focus of BPA. Business: the field for which students are preparing, emphasizing that students will work efficiently, not only in an office setting, but also in a wide variety of business situations. Professionals: professional development, skill-building opportunities and options to interact with adults employed in business careers. America: symbolizes pride in our country and its free enterprise business system.

Cooperative Education and Internships – These courses provide structured activities for students that combine on-the-job working and learning experiences with related classroom instruction in a career field directly related to a student's academic preparation and career objectives. By creating opportunities to learn in the workplace, schools can help students develop and refine occupational competencies (attitudes, skills, and knowledge) needed to enter and succeed in a profession or career, adjust to the employment environment, and advance in occupations of their choices. These work-based learning opportunities can build on any in-school CTE subject area course work and be integrated as a part of all POS.

Family and Consumer Sciences (FACS) – FACS has roots in both academic and career/technical education and reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. Family and Consumer Sciences provides the bridges needed by all students to deal with major societal issues such as balancing work-and-family, managing finances, health care, child and elder care, family and community violence and crime, global economics and politics, and using technology. The courses organized under this

subject area are used to develop POS for the career clusters: Education & training; Government & Public Administration; Hospitality & Tourism; and Human Services. The CTSO affiliation is:

Family, Career and Community Leaders of America (FCCLA) – This CTSO is organized nationally and at state, district, and local levels. FCCLA is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

Health Science Education – This subject area is a secondary career education program for students interested in pursuing a career in health care. Instruction includes integrated academics, specific training in health science technologies, and a variety of problem-based and work-based learning opportunities. Work-based learning may include job shadowing, internships, and other clinical experiences that allow students to observe and learn from healthcare professionals. Every program provides students with opportunities to explore a variety of health careers and make realistic and satisfying career choices. The courses organized under this subject area are used to develop POS for therapeutic services, diagnostic services, health informatics, support services, biotechnology and research development found in the Health Science career cluster. The CTSO affiliation is:

HOSA – The two-fold mission of this CTSO is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in health science education programs. HOSA is an instructional tool that works best when it is integrated into the curriculum and classroom. Participation in HOSA and enrollment in health sciences education programs is especially critical when considering the acute shortage of qualified workers for the health care industry.

Marketing, Management, and Entrepreneurship Education – These areas represent distinct disciplines that integrate concepts and applications throughout the curriculum. Each of these integrates academic concepts drawn from mathematics, reading, writing, speaking, sociology, psychology, and geography. In addition, the successful implementation of activities requires the ability to evaluate, select, and apply technology tools and resources. Employment opportunities are quite diverse and are integrated in all industries. They include a variety of functions at various occupational levels. Levels of responsibility range from entry-level positions through business owner. Positions may specialize in one or more of the marketing functions (i.e., distribution, financing, marketing-information management, pricing, promotion, product/service management, and selling), or they may require a broad understanding of all these topics as would be needed by a business owner or manager. While technical skills learned in these subject areas cut across many POS, courses under marketing, management, and entrepreneurship form the fundamental CTE sections of POS organized under the following career clusters: Arts, A/V Technology & Communications;

Business, Management, & Administration; Finance; and, Marketing, Sales & Service. The CTSO affiliation is:

DECA (An Association of Marketing Students) - This CTSO is a co-curricular, international youth organization with emphasis on developing civic consciousness, leadership skills, social intelligence, and technical understandings. DECA offers a comprehensive program of competitive events that contribute to the development of skills necessary for careers in marketing, merchandising, management, and entrepreneurship. The DECA Competency-Based Competitive Events Program facilitates effective integration of DECA as an integral component of the total marketing education instructional program. Events are designed to enable students to engage in activities that will extend their interests and skills for careers in marketing and to measure, via performance indicators, the degree to which skills have already been acquired.

Project Lead the Way (PLTW) – Indiana is heavily committed to the two curricular areas supported by this national organization: pre-engineering and biomedical sciences. With over 230 middle and high schools implementing the pre-engineering program and an estimated 35 high schools coming on board in 2008-09 to pilot/implement the biomedical sciences curricula, Indiana is the national leader in number of sites. The high school sequences have been designed to attract students with interests in engineering and engineering technologies and in the diverse field of biomedical sciences. Instructional delivery is hands-on using project-based, problem-based projects that require applications of mathematics, science, communications, and technology skills. Many local programs compete in FIRST Robotics, IMSTEAs-Super Mileage Challenge, and Indiana PLTW pre-engineering competitions. The courses delivered through PLTW are used to develop POS for the following career clusters: Health Science; and Science, technology, Engineering & Mathematics.

Trade/Industrial Education – This diverse program area prepares students for a variety of trades including construction, automotive services, manufacturing, protective services, and cosmetology. Course content is heavily driven by industry standards and is often correlated to certifications and licensures required for initial employment and subsequent promotions. Programs are also frequently associated with apprenticeship training. The courses delivered through trade/industrial education are used to develop POS for the following career clusters: Architecture & Construction; Arts, A/V Technology & Communications; Human Services; Information Technology; Law, Public Safety, Corrections, & Security; Manufacturing; and, Transportation, Distribution & Logistics. The CTSO affiliation is:

SkillsUSA – This organization is a partnership of students, teachers, and industry representatives dedicated to the building of a skilled workforce. Membership is for those secondary and postsecondary students preparing for careers in trade, technical, and skilled trades. Local, state, national, and international competitions encourage development of leadership and technical skills. Excellence, integrity, active citizenship, and high standards are characteristics and behaviors expected of all members.

For every secondary CTE program and POS, there is one or more postsecondary institutions offering a related associate or baccalaureate degree program. Indiana's public college and university system consists of two community colleges, Ivy Tech Community College (14 regions/23 campuses) and Vincennes University

(2 locations plus an aviation center) and four nationally ranked universities most with regional campuses: Ball State University, Indiana University, Indiana State University, and Purdue University. In some cases, secondary CTE students actually attend the POS classes at a college or university campus thereby stretching available resources and fully utilizing facilities by serving both youth and adults.

Postsecondary CTE programs and related academic studies are more frequently being offered via television and the internet. Using these technologies to deliver instruction has improved access to programs for both secondary and adult learners, especially those living in more rural areas.

A primary indicator of quality CTE programs at both levels is the availability of technology that reflects processes and work tasks completed in business and industry settings. Additionally, technology used for instruction (internet access, computer work stations, white boards, etc.) expands instructional strategies meeting a variety of learning styles. Perkins funds along with state and local resources are used to purchase appropriate technologies for both teaching and learning. Local program area advisory committees, consisting of 51% or more business/ industry/labor representatives, are used to inform CTE directors and teachers about new and emerging technologies. These groups recommend purchases and in some cases, provide donations to help ensure that programs offer cutting-edge training. Because this is a costly undertaking, many CTE districts use a rotation cycle for upgrading program equipment.

Technology based materials that support instruction are developed simultaneously to curriculum and program standards updates. Common formats include: the use of compact discs containing items such as lesson plans, project-based activities, power point presentations, and student handouts; and, web-based downloads from IDOE subject area pages. Several CTE courses also use curricula delivered directly via the internet (CISCO, MSSC/Advanced Manufacturing.)

The State realizes that keeping abreast of the latest technology is a critical component of CTE programs so that learners enrolled at all points of the system are prepared with skills and competencies demanded by employers. IDWD will specifically support the use of instructional technology and state-of-the-art equipment consistent with the needs of industry in the following ways:

- Secondary programs will be required to provide adequate equipment to support instruction of technical and academic content standards and to align with current and emerging technology used by business and industry within in a particular career field.
- Local secondary recipients will be required to update their CTE plans to indicate the degree of implementation of technology usage within their programs.
- Postsecondary institutions will also be required continue to meet quality standards regarding the use of technology in the programs they offer.
- Site visitations conducted as part of the evaluation process (refer to Section II A. 6) will include a review of technologies used for instruction as well as hands-on work station training.

(f) The criteria that you will use to approve eligible recipients for funds under the ACT, including criteria to assess the extent to which the Local Application will—

- i. Promote continuous improvement in academic achievement;**
- ii. Promote continuous improvement of technical skill attainment; and**

iii. Identify and address current or emerging occupational opportunities

IDWD and IDOE staff will review and recommend approval (following completion of any modifications determined to be necessary) of secondary and postsecondary eligible recipients' five year plans to the ICCTE. Narrative sections of the plans will span the fiscal years of 2009 through 2013 addressing all items listed in sections 134 and 135 of Perkins IV. Eligible recipients must document and explain how the plan's activities and strategies will address the legislation's performance indicators. Each application will be evaluated against a rubric that will include a review of funds allocated for required and permissive uses, development of programs of study, plans for academic integration, submission of all assurances and activities that address other state priorities. A one year budget for FY09 will be submitted showing allocations by expenditure categories and relationship of expenditures to required and permissive uses of funds.

Annual narrative modifications to the five year plans will be allowed and even encouraged. An annual budget must also be submitted for each subsequent year. IDWD will complete a yearly analysis of data submitted for the Core Indicators of Performance. Eligible recipients that do not meet one or more of the negotiated performance levels will be required to describe strategies that will be implemented during the new funding cycle. A crosswalk, indicating which uses of Perkins funds would most likely have an impact on specific Core Indicators of Performance, has already been developed and disseminated.

A "dashboard" of pertinent data has been provided for each secondary CTE area district (a consortium of school corporations offering CTE programs under a cooperative agreement.) These documents contain: general demographics including average per capita income, top ten occupations within the region, enrollment trends starting with school year 2004-05, annual scores on each measure under the Core Indicators, and college remediation percentages. Dashboards will assist reviewers in assessing the extent to which plans address academic and technical achievement as well as the development of new courses and POS that meet regional needs or State strategic skill priorities.

Postsecondary plans will be reviewed using the same process and similar criteria as described above for secondary recipients. Goals and activities are expected to demonstrate development of partnerships with secondary CTE programs to complete POS. These sequences are considered to be key pieces that provide for ascending levels of academic and technical achievement without duplication of content. Each postsecondary recipient will also address plans to develop, improve, and extend degree programs that meet current and emerging occupational needs, assist local/regional employers and apprenticeship programs, and promote skill acquisition of unemployed and incumbent workers. A description of services funded under this Act (including those provided to special populations) must also be submitted. It is expected that activities designed to improve performance on Core indicators will be addressed in the plan's narrative.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma. [Sec. 122(c)(1)(G)]

Indiana currently has four diploma options. The Core 40 Diploma reflects the expected minimum requirements for students moving on to further education, training, and employment after high school.

However, students who are unable to complete these requirements can go through an “opt out” process and complete a general diploma. Students interested in a more rigorous high school experience can also choose from the Core 40 with Academic Honors and the Core 40 with Technical Honors diplomas, each of which require a total of 47 credits and other additional demonstrations of outstanding achievement (completion of AP courses and exams, high scores on WorkKeys, accrual of dual academic or technical credits, receipt of an industry recognized certification, etc.) All four options either encourage or require students to use elective credits from secondary CTE courses to meet the State’s minimum required credits for each diploma.

All POS are developed using the Core 40 academic requirements in English, science, mathematics, and social studies. CTE courses and other related academic courses comprise the remaining sections of each POS. These templates are to be used with students during counseling activities so that the road to graduation is clearly possible while taking CTE classes.

Course content in CTE programs is driven by high standards that develop students’ technical skills and their abilities to apply academic skills. The integration of academic knowledge and skills into CTE courses has long served as a means of reinforcing and extending academic learning. Students who have previously experienced difficulties with some academic subjects often make great gains when the same information is taught in an applied, contextual manner. As course standards are updated and new courses developed, academic standards will continue to be incorporated helping to ensure that students are on the path to graduation. Unless modifications are made during a case conference for a student’s Individualized Education Program (IEP) all students are expected to learn the published academic and technical standards. Related CTSO activities have been structured to allow participation by all students including those with disabilities.

IDWD supports the Perkins IV commitment to special populations and the preparation of all learners for high wage or high demand occupations that lead to self-sufficiency. Indiana secondary CTE courses are equally open to all students, including those who are members of special populations. Technical assessments and achievement tests administered to students without disabilities are the same as those administered to students with disabilities unless modified by the IEP. Indiana will continue to make every effort to assure that members of special populations are provided the necessary support and services needed for success in both academic and career-technical programs by monitoring expenditures of Perkins funds.

A permissive use of Perkins funds allows for the provision of mentoring and support services and development of programs that help school dropouts to complete secondary education. In 2006, IDWD implemented the Jobs for America’s Graduates (JAG) program in 12 high schools using Workforce Investment Act (WIA) funds. Early successes indicate that more students could be served through this program although not all who could benefit from the services and CTE connections would meet WIA income limit restrictions. To address this gap, Indiana will explore the use of Perkins IV funds to expand its existing JAG programs from the current 11th and 12th grade program into a 9th through 12th grade program. Students attending JAG classes at their home high schools will be enrolled in CTE classes whenever applicable.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

For over five years, Indiana's state resources for secondary CTE courses have been allocated on the basis of high wage and high demand occupations. The formula, written into state legislation, provides descending levels of funding by federal CIP codes assigned to high school course titles that are approved by the Indiana State Board of Education. The highest level of reimbursement from state dollars is \$450 per student for high demand/high wage occupations multiplied by the number of credits a student earns in a semester. The lowest level of formula reimbursement is \$150 per student for low demand/low wage occupations. There are a total of 9 different funding levels generated by the formula.

A funding crosswalk, developed annually by IDWD and IDOE, is posted on the IDOE website. The majority of CTE courses listed on the 2008-09 crosswalk are reimbursed at the \$450 level with the second highest number of courses generating \$375 per student (a combination of high/moderate or moderate/high). No courses are listed for the lowest level of reimbursement. This formula serves as a major incentive for secondary CTE programs to be targeted towards high demand/high wage occupations. New program development for training in emerging careers is usually driven, in large part, on the demand/wage data.

Existing course and curriculum standards were developed through committees consisting of representatives from secondary and postsecondary programs and business/industry/labor organizations. Core academic and technical standards reflect the highest skill attainment levels required for employment in the occupation. In addition, student participation in CTSO skill events helps to reinforce *individual competency at competitive levels*. Many courses can lead to entry-level employment but long term career success in these occupations usually requires completion of a certificate or degree program that documents high skills. Once completed, all POS will clearly show that further education and training provided through postsecondary institutions, apprenticeships, or the military are excellent pathways to high skill, high wage careers. **A review of current POS found that all of the pathways meet at least one of the Perkins IV criteria of high skills, high demand, and/or high wage.**

Indiana has a variety of strategies in place to make participating students, including members of special populations, aware of opportunities leading to careers that meet the Perkins criteria. The LEARNMORE Indiana website (described in previous sections of this plan) allows students to review career profiles, research employment and wage statistics, and explore further training and education options for careers of interest. The **Hoosier Hot 50 Jobs** and the Indiana Skill Pathways guidebook are additional tools for youth and adults to read about, and plan for high wage careers most in demand in the state. Information is often used by counselors and is available in printed form and via the Internet. These tools are the results of collaborative efforts between IDWD, IDOE, and ICHE.

Career planning activities are offered to all middle school students in Indiana through one of the following subject areas: agriculture, business, family/consumer sciences, or technology education. The tools referenced above along with the POS help students to make informed decisions when planning their high school experiences. In addition, many high schools offer career information/planning courses providing students with multiple opportunities to learn about high skill, high wage, and high demand employment. Typically, these classes culminate in the development of a three- to four-year graduation plan including a career objective and a post-high school transition strategy.

Indiana's community college system is strongly committed to certificate and degree programs that prepare adults for the workplace. Services have been developed to help these students, including those from special populations, successfully enroll in and complete education and training programs connected to high skill, high demand, or high wage employment. The community college system is also making progress on developing credit transfer programs with Indiana public four-year institutions enabling a more seamless transition for occupations requiring a baccalaureate degree.

Indiana currently collects secondary and postsecondary data about student enrollments by courses and degree program areas. The data includes reporting categories for gender, minority information, and special populations. IDWD will monitor enrollments of students who are members of the Perkins special population groups and identify those that are underrepresented in programs leading to high skill, high wage, or high demand employment.

- (i) How funds will be used to improve or develop new career and technical education courses that --**
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended; and**
 - ii. At the postsecondary level that are relevant and challenging; and**
 - iii. Leads to employment in high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(1)(I)]**

A portion of funds available for state leadership activities will be used for a continuous improvement cycle that results in updated curricula and standards for secondary CTE programs. Standards for newly developed and existing courses will be prepared by committees consisting of secondary and postsecondary educators and business/industry/labor representatives. All courses will be required to include challenging academic and technical content that reinforces and extends student achievement. Recommendations for all new secondary courses will address POS, an Indiana employment outlook including wage and demand projections, and connections to postsecondary certificate and degree programs. Several new and updated programs that meet the intent of this section are currently under development.

Collaborative secondary, postsecondary, and business/industry activities are underway to support the planning and implementation of an Advanced Manufacturing program leading to multiple pathways/POS. Programs will offer opportunities to earn MSSC certifications, two-year applied associate of science degrees, and four-year baccalaureate degrees. This process will develop a pipeline of highly skilled workers and assist the State's economic development efforts to expand this occupational sector. Discussions about replicating this process to develop a similar program in Transportation, Distribution, and Logistics have already begun.

Indiana is also one of the founding charter states for the CASE Model (Curriculum for Agricultural Science Education). The National Council for Agricultural Education is the sponsoring organization for this project and serves as the vision and leadership arm for the agricultural education profession. The National Council has entered into a Memorandum of Understanding (MOU) with Project Lead the Way (PLTW) to develop a comprehensive agricultural sciences curriculum. Indiana's goal is to create a rigorous, relevant curriculum that will allow students to establish a strong academic and technical foundation in the science of food, agriculture and natural resources while at the same time providing premier leadership and personal growth

opportunities. Postsecondary degree programs at Ivy Tech Community College, Vincennes University, and Purdue University will allow students to transition from the secondary sequence to two- and four-year degree programs matched to Indiana employment opportunities in this career cluster.

Funds will also be used to continue development and roll out of the PLTW-Biomedical Sciences Program. Indiana is one of six states supporting this rigorous secondary curriculum built on academic and technical standards. Biomedical and life sciences are important and growing employment sectors in this state. When fully developed, students will be able to pursue the postsecondary segments of this POS and earn certificates and postsecondary degrees generally required for careers in these fields.

All of these programs meet the wage/demand/skill language of the Perkins legislation and reflect strategic skill initiatives tied to Indiana's short and long-range economic development plans.

Postsecondary funds may be used to develop or improve degree programs that extend the learning occurring in the secondary POS or otherwise reflect emerging training needs of business and industry. Use of funds for development of new programs will be required to ensure alignment with industry standards and implementation of courses that emphasize the application of academic concepts in the occupational area.

(j) How you will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement; [Sec. 122(c)(1)(J)]

The state will develop a process for identifying, communicating, and recognizing best practices among successful recipients of Tech Prep program grants and other eligible recipients to improve program quality and student achievement. This process will include criteria for identifying best practices. Indiana will investigate contracting the services of the Indiana Association for Career and Technical Education Districts (IACED) to perform site visits with the purpose of identifying and publishing best practices. IACED is a professional organization of that promotes, facilitates, and supports the continued improvement of Career and Technical Education in the state of Indiana.

Additionally, the state will investigate implementation of a program designed to create a position in each of the 92 counties in Indiana to serve as a liaison among local employers, secondary schools and postsecondary institutions in the area. The liaisons would form an organization designed to communicate best practices that impact quality and achievement.

(k) Effective use of funds to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Indiana will continue developing and refining POS so that pathways clearly show transitions from one educational level to another with little or no overlap in instructional content. Funds will be used to strengthen the connections between secondary and postsecondary education as follows:

- Statewide dual credit agreements resulting in transferable, transcribed credit will be developed using committees consisting of representatives from IDOE, IDWD, secondary education, and postsecondary

institutions. This process will begin by targeting the secondary CTE programs with the highest enrollments and those higher education institutions that offer related certificate and degree programs. Secondary academic and technical courses and standards will be reviewed and compared to postsecondary certificate and associate degree programs. Agreements will be developed that identify secondary courses eligible for college credit and any course grades and/or end-of-course exam requirements that need to be met in order to receive the postsecondary credits. The main objective will be to create a non-duplicative sequence of instruction that allows students to easily move on to further education and training.

- Over the next 2 to 3 years postsecondary sections of POS will be completed showing the academic core and occupational courses required for 2- and 4-year degree programs. Courses that have been designated for dual credits will be identified on the template.
- Information about this process and completed agreements will be disseminated to the CTE community and school counselors through the DOE POS website and through sessions offered at staff development conferences.
- Secondary and postsecondary teachers will work together in their respective program areas to develop and/or revise course standards to ensure incorporation of industry standards and to develop additional dual credit arrangements for programs that do not have statewide agreements.
- Marketing pieces for students and parents will be developed to explain how CTE dual credits can provide a jump start on a postsecondary degree at little or no cost to families.
- Efforts will be made to develop a data feedback loop so that information about students' accrual of dual credits and matriculation to postsecondary programs can be collected and analyzed. If possible, information will also be collected concerning CTE concentrators who need academic remediation prior to beginning a degree program.

(I) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(L)]

Five-year plans submitted by secondary eligible recipients will be reviewed for evidence that integration of rigorous academic and technical content will be emphasized during the coming years. Mid-year and annual narrative reports will require information about curriculum and staff development activities furthering integration efforts. The information will be summarized and included in the consolidated annual report. Local performance on core indicators related to academic and technical achievement will be reviewed and additional emphasis placed on integration activities for those recipients failing to meet negotiated levels.

IDOE will update and revise course standards to include the new academic “power” standards that are reinforced and extended in CTE classes. Information will be reported on each POS containing a rigorous sequence of academic and technical courses.

Professional development activities offered through state leadership funds as well as basic grant monies will include effective strategies for teaching English, mathematics, and science concepts within the CTE program. Opportunities for academic and CTE teachers to jointly develop new instructional activities will also be organized and implemented at the state and local levels. Participant lists will be generated with

follow-up email surveys sent to ascertain continued use of strategies and materials or difficulties experienced in using the new methods.

The number of secondary CTE concentrators who complete one or more of the Core 40 diplomas will also be monitored to analyze progress in graduating students who have completed both a set of rigorous academic courses and a challenging technical core.

Postsecondary recipients will report on the academic components required for certificate and degree programs. Performance on core indicators related to academic and technical achievement will be reviewed and additional emphasis in subsequent years placed on integration activities for those recipients failing to meet negotiated levels.

Input from business and industry will be collected regarding skill deficits or strengths exhibited by postsecondary certificate and degree completers. This information will be part of a regular review of course sequences to analyze the match between instruction and workplace skill demands.

Professional development activities will be offered to faculty to improve the incorporation of applied academic skills within the technical core. Evaluations of these activities and information concerning actual use of new strategies will be collected, summarized, and reported.

IIA3 How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—
(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

State leadership funds will be used to provide training for CTE instructors and postsecondary faculty on one or more of the following topics: adolescent/adult literacy and reading in the content areas; strengthening mathematics instruction in CTE programs; improving students' writing and communication skills; and, implementing capstone courses and senior projects that combine the use of academic skills and technical knowledge. Whenever feasible, students in pre-service teaching programs will be invited to participate in the training. IDOE staff will work with postsecondary teacher education programs to develop strategies that incorporate integration methodologies into existing baccalaureate degree sequences. Staff will also promote integration activities during the new teacher "academy" programs offered at the annual fall conference organized by the Indiana Association of Career and Technical Education.

State and local activities that promote joint planning between CTE and academic instructors will be implemented. Activities and curriculum materials developed will be posted on websites and shared at conferences conducted by various professional organizations.

To promote comprehensive, effective professional development activities, state and local sessions that target teaching strategies will be offered as a series over a period of months rather than as a one time event. Teachers will be presented with new methods and required to try the strategies soon after the first session. Subsequent training will include a debriefing on what worked and what didn't as well as the continued introduction and practice of new strategies. Whenever possible, teacher trainer models will be employed so that building-level support is available for educators trying to expand their teaching strategies.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

The IDOE Division of Professional Standards publishes a document that shows the required licensure for each k-12 teaching position including those required for secondary CTE courses. Approved CTE licensing pathways include candidates who graduate from baccalaureate degree teacher education programs, transition to teaching programs, and skilled craftsmen and professionals from business and industry that complete alternative teacher certification training. [This training known as the Workplace Specialist (WS) program is conducted through a consortium of Indiana postsecondary teacher education institutions and is explained in more detail in Section II A 4 (b).] Secondary CTE teachers with initial/beginning practitioners' licenses will enroll in and complete the Indiana Mentoring and Assessment Program (IMAP) and subsequent Professional Growth Plans so that standard teaching licenses remain current. Each teacher holding a WS license must also complete a plan by earning a total of 90 Professional Growth Points over a five-year period accrued through participation in activities such as: industry training, additional college courses, staff development, and curriculum development. Failure to complete the renewal process results in loss of the teaching license. IDOE and IDWD will continue to develop activities that allow teachers to receive additional training and credentials suitable for license renewal.

Postsecondary instructors are not required to hold teaching licenses although Indiana's institutions of higher education make every attempt to hire faculty with degrees and workplace experiences directly related to teaching assignments.

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers:

Professional development offered to CTE teachers will focus on models that provide training over an extended period of time rather than one-shot, one day workshops. Leadership in developing these activities will occur through IDWD, IDOE, IACTED, IACTE, and local administrators. Activities will be results-driven with an expectation of changing classroom instruction and deepening teachers' academic and content area knowledge. Topics will target improvement and expansion of teaching and assessment strategies that result in increased student achievement.

Beginning in 2008, the IDWD will fund expanded opportunities for CTE teachers to participate in summer internships with local businesses. Interns will work with employers to complete actual work projects and products of value to the business. In addition, businesses will be expected to work with teachers to develop applications of the work-site experiences to classroom activities designed for students and participate in direct interactions with students during the coming school year.

IDOE will coordinate CTE professional development activities with trainers from the High Schools that Work network, Project Lead the Way, skill certification training providers (e.g. Manufacturing Skill Standards Council) and other Indiana educators with expertise in brain-based teaching and learning strategies and adolescent literacy.

IACED and IACTE, the two primary CTE professional organizations, will also provide opportunities for their members through state, regional and local workshops that continue the 2007-08 training in the rigor/relevance/relationships model and other best practices for improving student learning.

At the postsecondary level, the main topics for ongoing professional development include: maintaining faculty knowledge of business/industry practices; receiving training in emerging technologies, and expanding strategies for working with adult learners. Whenever feasible, postsecondary faculty will be invited to participate in activities designed for secondary CTE teachers. Strong connections with employers, developed through advisory committees, will be used to provide faculty with industry-based training.

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

State leadership funds and other resources will provide training for secondary and postsecondary educators stressing the application of academic skills and knowledge within the technical areas of study. Academic teachers will also be included in some activities so that their subjects will provide contextual activities in addition to the more abstract methods typically employed for instruction. Emphasis will be placed on developing CTE classroom activities and capstone and senior projects that:

- Develop communication skills valued by employers
- Integrate rigorous mathematical skills and concepts
- Demonstrate applications of science concepts from physics, chemistry, and biology
- Analyze economic concepts including those understandings needed for small business ownership and entrepreneurship
- Synthesize academic and technical concepts through the use of project-based and problem-based instruction
- Require creative thinking and adaptation of knowledge

A variety of work-based learning activities will also be used to further students' abilities to apply knowledge. Students can enroll in several different courses that give them exposure to real-world activities and incumbent workers. These range from job-shadowing and short term exploratory internships to cooperative education programs and extended professional career internships designed to improve and hone performance.

Activities and competitive events sponsored by CTSOs are additional methods of encouraging students to develop academic, technical, and leadership skills. Local chapters and state officers must demonstrate communication, planning, budgeting, and teamwork skills as they implement activities during the school year. Over \$500,000 in scholarships are provided annually to Indiana winners of CTSO regional and state contests who demonstrate exceptional skills in their areas of study. National CTSO opportunities are also developed to enhance officers' academic, employability, and leadership skills. Pending availability of funds,

Indiana may allocate some Perkins state leadership monies to support CTSO activities as a permissible use of funds.

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

A variety of opportunities will be offered to secondary and postsecondary educators to further develop their abilities to effectively teach and work with students who are members of special populations. Workshops and training sessions will be coordinated at the local, regional, and state levels through activities sponsored by IDWD, IDOE (including the Division of Exceptional Learners), IACTED, IACTE, and local CTE programs. Successful activities conducted in past years include: Dr. Ruby Payne’s workshop series on educating students from economically disadvantaged backgrounds; transition planning for students with disabilities; providing assistive technology; strategies that encourage young women to pursue STEM careers; and a Leadership Development Program with sessions on “Career Education Generalizable Skills Instruction – Special Needs Education.”

An emerging program is the IDOE Response to Intervention Plan. Although early intervention is the focus for identification and remediation of learning deficits, the program targets all school-aged students. Where appropriate, secondary CTE educators will be invited to training about interventions to improve student learning in reading, writing, and mathematics.

II A 4 Description of efforts that your agency and eligible recipients will make to improve—

(a) The recruitment and retention of career and technical education teachers, faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession: and

Numerous factors impact state efforts to recruit and retain CTE teachers including: low pay compared to the private sector; supply of qualified CTE teacher candidates; and, pressure on the CTE teacher to continually retrain in order to keep pace with industry trends. Strategies to address this area will focus on the need to recruit and retain instructors that:

- are from underrepresented groups;
- are knowledgeable about new and emerging occupations;
- have experience in business and industry
- have sufficient academic and pedagogical knowledge and skills.

While the major responsibility for retention rests with the local employer, the IDOE Division of Professional Standards has structured a beginning teacher process that requires assignment of experienced mentors to new hires. Research has shown that new teachers and counselors who have a committed, experienced mentor, selected from a similar subject area or job assignment, are more likely stay in the ranks. This process was originally developed for teachers and school counselors with a standard teaching license (e.g. mathematics, elementary education, agriculture education, business, and family and consumer sciences) but has also been adapted for people making the transition from business/industry to teaching through Indiana’s Workplace Specialist programs. (See the Section II A 4 (b) for a description of this program.) In addition, IDOE

specialists in CTE program areas monitor new hires and provide intensive technical assistance through on-site visits and new teacher academy workshops offered through IACTE.

Recruitment activities that occur at the state level include: a Professional Education Employee Referral site hosted on the IDOE web pages; announcements about job openings circulated through IDOE list serves, and the IACTED and career center newsletters; and transition programs that encourage teachers with licenses in areas that do not have openings to pursue credit hours to become licensed in teaching areas of needs (e.g. CTE business, technology education, agriculture education, etc.) Future plans include forming an alliance with the Troop to Teachers program so that veterans with technical and leadership skills can consider teaching within a CTE subject area as a new career opportunity.

State leadership funds will continue to be used to fund the Indiana CTE Leadership Academy intended to recruit and prepare CTE teachers and counselors for director positions. This program has been successful in recruiting females and minorities who have traditionally been underrepresented in this CTE leadership position.

Finally, courses and a POS leading to a teaching career have been added to the CTE list of approved courses and programs. High school experiences in tutoring, cadet teaching, and assisting in elementary classrooms can help to confirm a student's commitment to this career area. It is expected that this POS will attract new candidates to teaching in CTE subject areas.

(b) The transition to teaching from business and industry, including small business

Perkins state leadership funds will be used to continue a teacher training program that allows experienced workers from business and industry to be hired to teach in secondary CTE settings. This program is known as "Professional Development for Workplace Specialist Teachers" and is implemented through a consortium of faculty from teacher training institutions. The project's purpose is to deliver teacher training services to qualified occupationally competent individuals so they can complete the requirements of the Career and Technical Workplace Specialist I teaching license. Candidates participate in a 45 clock hour program delivered using both face-to-face and online delivery methods. Topics include: instructional methods and techniques; classroom management; teaching the adult learner; technology in the classroom; and, other information and materials that can be effectively integrated into the process of teaching. These critical teaching and management skills provide the instructor with the tools necessary to deliver a high quality of instruction in classroom and laboratory settings.

Experienced teacher mentors are assigned to the candidate during the first two years of teaching to assist the candidate in making the change from working with adults to teaching teenagers. The retention rate ranges from 90%-95% of teachers trained through this project return for the second year of teaching.

An additional critical component related to transition and retention is the formulation of individual professional development plans. Candidates must develop goals for professional growth that will be addressed over the next five-year period. A point system has been devised that credits the individual with point values for activities such as completion of college courses, participation in staff development, industry

training or internships, curriculum development, and CTSO leadership. This process models procedures in place for teachers qualifying for a standard license after completing a baccalaureate degree in education.

II A 5 Description of efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education.

IDWD, IDOE, and ICHE will work with secondary and postsecondary recipients to improve the transition of CTE students into baccalaureate degree programs by encouraging postsecondary preparation for all students through the use of POS, promoting effective counseling strategies, increasing dual credit agreements, improving transferability of college credits between and among institutions, and continuing a public service campaign called “KnowHow2GO.”

When completed, all POS will show transitions from secondary CTE programs to both 2- and 4-year degree programs. State graduation requirements form the basis for each POS and help to ensure that CTE students are prepared to enter and complete associate and baccalaureate degree programs. POS links to higher education programs will be used in counseling activities to further students’ planning beyond the senior year in high school and allow them to make informed decisions about postsecondary education pathways.

A major focus over the next five years will be increasing the number of statewide agreements resulting in transferable, transcribed dual credit agreements. These efforts are expected to increase the number of CTE concentrators who enroll in postsecondary programs, reduce the amount of time for completion of an associates’ degree, and promote transitions to baccalaureate degree programs. Eligible recipients of secondary and postsecondary funds will also be encouraged to develop additional local agreements for programs not negotiated at the state level.

IDWD will work with ICHE to support partnerships among Ivy Tech Community College and Vincennes University campuses and the public 4-year baccalaureate degree institutions. Successful transitions from sub-baccalaureate CTE programs to baccalaureate degree programs will be driven in large part by the number of credits that can be transferred into the 4-year degree program. Currently few agreements connecting associate degree CTE programs to 4-year programs are in place. This will be an opportunity for growth over the next five years.

II A 6 How parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations will be actively involved in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec.122(c)(5)]

Applications submitted by eligible recipients will be reviewed to ensure broad-based involvement in the development of Perkins 5-year plans. Recipients will be encouraged to sustain involvement of all stakeholders as yearly modifications to the plan and annual budgets are submitted.

Indiana CTE programs have an active system of general and program area advisory committees in place at the local and regional levels. These advisory committees include business/industry/ labor representatives,

parents, academic and CTE teachers, administrators, postsecondary faculty, and counselors. Program advisory committees meet at least twice a year to plan for the efficient and effective delivery of CTE programs and services. Sample activities undertaken by the committees are: development of equipment replacement plans, judging senior projects, and providing input on course standards and curricula.

IDWD and IDOE will evaluate and monitor CTE programs based on negotiated core indicators and will continue an on-site Perkins Program Review process developed in 2007 for all eligible recipients. This process includes interviews with secondary teachers and postsecondary faculty, review of curriculum materials and equipment purchases funded with Perkins dollars, and a discussion of progress on improving the quality of CTE programs. Visits will be conducted using teams of IDWD, IDOE, and CTE staff. Each year, the review process will be conducted at 8 postsecondary and 16 secondary locations.

HSTW sites will also continue to be involved in a technical site visit process established by that consortium. State agency staff, local CTE educators, academic teachers, and building principals will form teams that conduct the intensive visit. Academic and CTE classrooms will be visited and building level staff and students will be interviewed all with the goal of evaluating progress in implementing key principles and practices leading to improved student achievement.

Other initiatives that have been in place for some time are the locally implemented one- and five-year follow-up surveys sent to graduates of secondary CTE programs. Survey questions are designed to see what graduates are doing after completing a CTE program. Data fields include: college enrollment, apprenticeship studies, military service, and full or part-time employment. Results help inform CTE administrators about program strengths and weaknesses.

Most recently, Perkins funds have been used to support a longitudinal study of CTE graduates. IACTED, in partnership with faculty from the Purdue School of Engineering and Technology at IUPUI, established baseline data in 2006-07. Questions were designed to measure student satisfaction with the high school program and to what extent they felt prepared for employment and further education and training in their career area. Early responses indicate a high level of satisfaction and a belief that CTE students are better prepared to pursue career goals after graduation than Non-CTE graduates in their peer group. Pending availability of funds, the project will be continued through school year 2010-11.

II A 7 Description of the efforts that your agency and eligible recipients will make to –

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education to ensure learning in—

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
- ii. Career and technical education subjects;**

For over 10 years CTE standards and curriculum materials developed under the guidance of IDOE subject area specialists have made specific connections between CTE studies and core academic standards from English/language arts, mathematics, science, and social studies. In addition, early publications of sample career plans dating back to 1998 yielded templates that built CTE studies on a foundation of college-prep

academic classes. Efforts to develop POS continue to be driven by the belief that workers are not technically competent until they can apply academic skills to tasks required in their career fields.

State leadership funds will be used to support the continuous improvement cycle established for development of CTE course standards. Over the next five years, all existing courses will be reviewed and revised to ensure inclusion of core academic and technical standards necessary for employment and further education and training. CTE standards will be updated using input from business/industry representatives, postsecondary faculty, and a review of national career cluster foundation skills. This process will ensure that students completing POS have opportunities to learn essential academic and technical knowledge. Standards for new courses will be developed using this same process and will be submitted to the State Board of Education as part of the review and approval process for adding new high school courses.

As standards are updated, professional development opportunities will be implemented to assist CTE educators in: teaching academic and technical standards for depth of understanding and application; teaching in a meaningful context; and developing activities that require both academic and technical skills to solve problems and complete assignments. The goal is that all CTE teachers become adept in using a variety of instructional strategies including project-based, problem-based learning and activities that apply knowledge and skills to unpredictable situations. In addition, CTE teachers will be encouraged to require that students read and comprehend technical materials and demonstrate writing, speaking and listening skills. State support for participation in CTSO co-curricular activities and competitive events will continue to be an important component that develops students' abilities to apply academic and technical skills in performance-based environments.

Indiana will also continue its involvement in the HSTW school improvement model. Based on data and results from the last 10 years, student achievement has been raised when CTE teachers:

- stress the importance of reading, math, and science;
- give assignments that require use of reading, writing, math, and science;
- require homework and student presentations; and,
- incorporate use of computers.

Successful, experienced HSTW sites will participate in open house activities, conduct conference presentations, and offer workshops to assist their colleagues in making similar progress.

Secondary and postsecondary programs will be held accountable for performance measures targeting student attainment of academic and technical knowledge and skills. Data regarding the number of CTE concentrators who complete the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors will be reviewed to document progress in student completion of both a rigorous academic and technical core. (See Appendix B for information about these diplomas.) Data will also be analyzed from the following secondary end-of-course assessments: advanced life sciences courses in plants/soils, animals, and foods; and, medical anatomy and physiology. Major efforts will be undertaken over the next five years to continue development of end-of-course and end-of-program assessments that can document academic and technical achievement. (See Section IV B 2 for more details about technical assessments.)

Over the last decade, Indiana has been working to improve the number of its citizens holding college degrees. In 2003, a P-16 Plan was adopted complete with strategies to improve student achievement through an associate degree level. Both secondary and postsecondary CTE educators have embraced this initiative and encourage completion of further education and training beyond a diploma. High school graduates who continue in their POS by matriculating to a postsecondary degree program will enroll in a course sequence that builds on prior learning. All associate and baccalaureate degree programs require accrual of credits in both general education and occupational (or subject area specific) disciplines. Postsecondary program sequences are developed with substantial input from business/industry representatives and complete a thorough faculty review and approval process. New degree programs are also submitted to ICHE for review and approval. A targeted area of improvement for the postsecondary eligible recipients is increasing the numbers of students who continue the sequence and earn an associate or baccalaureate degree within 4 to 6 years. Another important initiative will be the creation and improvement of a feedback loop between colleges, high schools, and CTE programs. This data will provide important information on how well students were prepared for college-level work and if curriculum alignment and dual credit agreements assisted in student persistence towards degree completion.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry;

Secondary CTE programs have strong ties to employers through the general and program area advisory committees. The business/industry representatives are often involved in activities that help students better understand the working environment. Employer involvement includes: serving as a guest speaker; mentoring students; participating in career fairs; and, opening doors for field trips, job shadowing, and other more intensive work-based learning options.

Students who enroll in these options (professional career internships, health career practicum, supervised agricultural experience, and cooperative education courses) have many opportunities to view and participate in the complex activities that make up day to day operations. They often rotate through multiple work stations interacting with both salaried and hourly personnel who have a variety of training and experience. Students can also select from an array of entrepreneurship, business, management and finance courses that develop skills needed for full participation in a free enterprise system.

Co-curricular CTSO activities, serving as chapter/regional/state officers, and participating in competitive events are additional opportunities for students to further their knowledge about how a well run business functions. Local chapters plan a program of work, develop budgets, and conduct activities that use marketing and public relations campaigns. Leadership skills are learned and developed as resources are organized, schedules implemented, and results assessed. Competitive events held at the local, regional, state, and national levels promote excellence in additional competencies prized by employers: critical thinking and problem solving; teamwork; customer service; effective communications using presentation technologies along with prepared, persuasive, and/or extemporaneous speaking.

In 2006, IDWD rolled out the WorkEthic Program that also supports development of skills and behaviors needed for success in business and industry. Focusing on soft skills development, certificates are awarded to secondary students who demonstrate success in the program's core standards: attendance, community service, commitment, discipline, organizational skills, teamwork, respectfulness; and timeliness. Over 50

high schools are involved in the program this year with over 550 employers pledged to implement it as a fundamental criterion for internships and the standard hiring process.

Postsecondary programs are fully developed with standards based on industry needs and practices. Faculties rely heavily on business and industry partners to keep content on track with changes and processes emerging in the occupational fields. Many programs offer opportunities for learners to participate in laboratory experiences, internships, clinical experiences, and other placements that expand knowledge about the myriad responsibilities of business and industry. It is through the real work experiences that students develop additional understandings of how a business functions behind the more obvious scenes of production and sales.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

The review process used to approve five-year plans submitted by eligible secondary and postsecondary recipients will focus on an examination of the goals and strategies as they relate to instruction and programming that develops rigorous academic competencies. Funds expended on curriculum development and staff development activities are expected to support integration of academic and technical content at a level that prepares students for employment and further education and training.

State activities will continue the alignment of course content with challenging academic standards and the promotion of POS built on a rigorous set of core academic classes. Completed POS postsecondary sequences will show that degree completion requires continued development of academic skills as well as enrollment in the technical courses.

HSTW student transcripts will be analyzed to determine the number of students completing the recommended academic and technical sequences. Additionally, data reported to IDOE regarding high school diplomas completed by CTE concentrators will be reviewed with subsequent strategies developed if too few concentrators complete one of the Core 40 credentials or the HSTW curriculum. A program of intensive, state sponsored staff development activities will also be implemented to expand teaching strategies that strengthen application of academic skills in classroom, laboratory, and work-based learning experiences. Whenever appropriate, academic and technical teachers will work together to more effectively integrate their content areas.

II A 8 How local educational agencies, area career and technical education schools, and eligible institutions in the State will be provided with technical assistance. [Sec. 122(c)(15)]

IDWD and IDOE staff will provide technical assistance to secondary and postsecondary eligible recipients using a full array of services including: completion of informal site visits conducted by subject area specialists; development of program materials and publications; expanded use of web pages and list serves; implementation of technical site visits through HSTW; analysis of performance data from Core Indicators of Performance and assistance in developing improvement plans; development of workshops, seminars, and other training that support areas of emphases in the Perkins legislation; and completion of intensive on-site monitoring visits that focus on Perkins expenditures, quality improvements to CTE programs, administration,

and activities that improve student performance. Both state and Perkins leadership funds will be used to meet technical assistance needs of secondary and postsecondary CTE educators. Delivered services will address the topics of leadership development, accountability, innovation and improvement, education and business partnerships, and data-based planning.

II A 9 How career and technical education in Indiana relates to the State’s and region’s occupational opportunities. [Sec. 122(c)(16)]

Indiana CTE programs have a long history of providing qualified workers for local and regional businesses and industries. The last decade has seen an increased emphasis on connecting programs to economic development initiatives. State funds supporting secondary CTE programs are allocated based on demand and wage factors and drive new program development towards areas of high occupational opportunity. Secondary and postsecondary programs also address critical skills shortages that are linked to industries targeted in the Governor’s Strategic Skills Initiative: agricultural business/sciences, hospitality, logistics, advanced manufacturing, biotechnology, healthcare and entrepreneurship.

Occupational information materials have been developed to help those who make programmatic decisions as well as those researching information during the career planning process. Indiana labor market information is analyzed and published to provide: regional “dashboard” materials identifying the top 10 occupations within a CTE district; occupational data to students exploring Indiana career options on the LEARNMORE web pages; and, a Hoosier Hot 50 Jobs List with supporting counseling materials to promote interest in careers most in demand within the state.

II A 10 Description of the methods proposed for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

Development of this plan could not have occurred without collaborative relationships among IDWD, IDOE technical and academic subject area specialists, ICHE, and the secondary CTE administrators. This group has knowledge about, and links to, a variety of federally funded programs that impact Indiana’s educational programming. It is expected that continued planning meetings will continue over the next five years identifying areas of common interest (e.g. math and science achievement, adolescent literacy, school reform and improvement.) Joint efforts can help to align resources and promote CTE programs as a vital part of the educational process contributing to students’ achievement.

II A 11 Description of the procedures that will be developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The State organizational structure enables communication and collaboration between and among state offices to avoid duplication of programs for students and school dropouts and to leverage dollars to support programs and services made available

- The sole State agency for receipt of Perkins funds is the same agency that receives and oversees the Workforce Investment Act (WIA) grant.

- The Commissioner of the Department of Workforce Development serves as the chair for the State Workforce Innovation Council (SWIC), the entity that approves distribution of WIA and Wegner-Peyser Act funds and oversees accountability issues.
- The IDOE representative on SWIC is the director of secondary CTE representing that agency's role in delivering adult education programs.
- The IDWD State Director for CTE and staff work directly with the Indiana Commission on Career and Technical Education (ICCTE), the entity charged with distributing and maintaining accountability for the Perkins funds.
- Postsecondary representation is required on both the SWIC and the ICCTE.

II B 1 Local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

The applications for secondary and postsecondary eligible recipients are included in Appendix C.

II B 2 Description of Indiana's governance structure for vocational and technical education.

IDWD is the sole state agency responsible for receipt and administration of funds allocated to Indiana under the Carl D. Perkins Career and Technical Education Act of 2006. The Indiana Commission for Career and Technical Education (ICCTE) operates under the IDWD umbrella and is charged in State law with receiving, distributing, and maintaining accountability for these federal funds. IDWD staff, in collaboration with IDOE and ICHE, develops, implements, and evaluates Perkins activities and provides regular status reports to the Commission.

IDOE coordinates secondary Perkins activities for forty-eight eligible recipients through a Memorandum of Understanding (MOU) with IDWD. Secondary courses offered for high school credit (including CTE) and other issues related to public education are the responsibility of the Indiana State Board of Education.

ICHE has responsibilities for oversight of the State's postsecondary institutions but has an arrangement with IDWD wherein a full time staff person is housed within that agency to coordinate Perkins' postsecondary activities for twenty-nine eligible recipients.

IDWD will coordinate the use of funds allocated for state leadership and Tech Prep activities. Funds will be distributed through a mix of competitive grants, contracts, and MOUs with other state agencies.

II B 3 How the role of postsecondary career and technical education in the one-stop career center delivery system was established by Title I of WIA.

Postsecondary CTE is a mandatory partner in the delivery of programs and services at local WorkOne (One-Stop) Centers. Most community colleges have a presence or availability at the WorkOne Center. Perkins programs and services through the WorkOne are targeted toward WIA youth and adults, dislocated workers and employers.

There are twenty nine Service Providers composed of business, industry and education in the eleven Workforce Investment Areas. Each Service Provider assists adults, youths and dislocated workers throughout Indiana. Such services include providing employment and training, career development, resume writing, and provide job training. Most of these services are provided free or at a minimal charge.

SECTION III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

III A 1 Description of program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

Indiana will continue to assure equal access to CTE programs and support for activities and services for all secondary and postsecondary students who elect to enroll in these programs, including members of special populations. Applications submitted by eligible recipients will be reviewed to guarantee that assurances about program access for special populations have been included. Narratives submitted as a part of each five year plan are also required to address how services to special populations will be provided and improved. The civil rights monitoring and on site visitation process for secondary schools, currently conducted by IDOE on behalf of IDWD, is an additional method used to ensure that course requirements and pre-requisites do not restrict access to CTE programs. This process is also conducted by IDWD for postsecondary institutions receiving Perkins funds.

Materials, publications, and documents will prominently contain appropriate non-discrimination statements. Content standards, course descriptions, and publications containing photos or other pictorial information will be carefully screened to ensure that there are no inadvertent negative messages regarding enrollments of students who are members of special populations.

Secondary CTE programs and CTSO activities have traditionally served a full range of students without regard to gender, cognitive ability, language proficiency, or economic background. IDWD, IDOE, and secondary eligible recipients will continue to monitor enrollments and identify possible barriers to program access. Essential information about CTE programs and benefits to students will continue to be shared with school counselors and made available for case conference committees. Professional development will be offered to local administrators, school counselors, and teachers to help them successfully provide for inclusion of special population students in these programs.

All of Indiana's public postsecondary institutions function under "open admissions" policies and offer a variety of student services. These institutions serve a full range of students without regard to gender, cognitive ability, language proficiency, or economic background. Evaluations are conducted to ensure that college applications do not ask discriminatory information and courses, admission information, financial aid information provided in other languages. Each college has an ADA/504 coordinator to ensure equal access and a disability services coordinator to work with students who have a documented disability and need accommodations.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

It is the policy of the State of Indiana, its agencies, k-12 schools, and postsecondary institutions not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs (including CTE), activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1967), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS 12101, et. Seq.) Inquiries regarding compliances and complaint procedures are in place at all levels of the CTE system. Notices of nondiscrimination must be included in all public school and postsecondary publications.

Eligible recipients will be required to include all related assurances in their applications and will be expected to report data reflecting special population students' enrollment and persistence in CTE programs. IDWD will continue to work with IDOE (CTE and other divisions working with students who are members of special populations) and ICHE to offer workshops for eligible recipients relating to regulations on special populations enrolled in CTE programs.

Ongoing compliance with civil rights statutes is required by the U.S. Department of Education, Office of Civil Rights. Federal civil rights regulations and guidelines help to provide each student with greater opportunities and ensure that students are not discriminated against on any basis. School corporations and postsecondary institutions are selected for on-site review and technical assistance based on a federally approved targeting plan. Information regarding this process is provided to all targeted school and institutions. An exit interview and written report are provided to school personnel noting any findings from the on-site visit that must be addressed in a voluntary compliance plan.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

IDWD and IDOE work with local CTE administrators to monitor the performance of students and ensure that those who are members of special populations meet or exceed the state-adjusted levels of performance. This monitoring and data collection process, based on negotiated levels of performance, ensures that eligible recipients provide appropriate services and activities that help these individuals learn the academic and technical skills necessary for employment and further education and training. Training and other technical

assistance will be provided by IDWD and IDOE for eligible recipients who fail to meet the performance measures.

Equal opportunity is provided for all students to receive a diploma and/or program credentials, thus ensuring compliance and accountability with federal and state laws. A new Indiana law requires that all school counselors meet annually with students and parents beginning in the 6th grade to create a “Graduation Plan” containing a career objective and a post-high school transition strategy. Many schools use a career assessment process at the middle school and/or early high school levels to help individuals identify preliminary career choices and select a program that matches interests and abilities. An effective career planning process leads to appropriate placements and improved transitions to high-skill, high-wage, or high-demand opportunities. Representatives from CTE programs are often involved in career planning activities and the IEP development process. This pre-enrollment planning provides an opportunity to discuss the full range of occupations for which training programs are offered, performance standards needed for employment, and services that are available to help students reach their full potential. In addition, with Indiana’s prominent commitment to the Project Lead the Way: Pre-Engineering program, a renewed emphasis has been placed on non-traditional enrollments in all STEM-related programs.

In previous years well over 90% of secondary eligible recipients expended Perkins funds on activities and services designed to help special population students succeed. Funded services included: curriculum modifications; mentoring; provision of instructional aids, devices, and assistive technologies; classroom modifications; tutoring aides; and equipment modifications. Transition services have also been provided to help special populations move to employment and education and training after high school. These include: career counseling; mock job interviewing; resume preparation; transportation; job coaching; mentoring; and contacts with vocational rehabilitation services.

Postsecondary institutions provide equal opportunity to students by providing dual credits and articulation agreements for the secondary institutions.

III A 2 You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Alternative education programs are provided by Indiana school corporations for students who leave the traditional setting for reasons of expulsion, poor attendance, poor academic performance, discipline problems, court order, voluntary dropout, teen pregnancy, or student choice. Programs are intended to prevent these at-risk students from dropping out of the K-12 system without completing the requirements for a high school diploma.

IDOE staff members from CTE and the Division of Educational Options collaborate frequently on various issues related to the enrollment of alternative education students into CTE programs. CTE courses are viewed as a primary means of increasing motivation and engagement of hard to reach students. Enrollment in these courses is promoted whenever the distance between geographic locations of both programs makes such participation feasible.

Direct access to CTE work-based learning courses is also provided in many alternative education locations. In 2007, a memorandum was sent to all alternative education contacts clarifying options for earning high school credits for work-based and service learning courses. Standards, training agreements and other program components typically required for these courses are also expected to be addressed for alternative students enrolling in the programs.

III A 3 You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

Indiana has continually met the negotiated level of performance related to non-traditional enrollment and completion. State leadership funds will be used to develop local projects and activities promoting enrollment of students into programs that are not traditional for their gender. Visual and print materials used at both the secondary and postsecondary levels will be developed featuring a balance of photos and information promoting nontraditional enrollments in high skill, high wage and high demand fields. Other state and private resources will continue to be used to promote enrollments in STEM-based programs such as the PLTW: Pre-Engineering program. In previous years, breakfasts with female engineers, Saturday workshops, and summer camps have been implemented to encourage young women to consider enrolling in secondary CTE courses and postsecondary degree programs that lead to STEM occupations. Eligible recipients will continue to conduct a variety of activities that connect young women with successful female professionals in technical careers.

III A 4 How funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

The State will continue to provide Perkins reserve funds to support CTE programs operated in the correctional facilities. Funds will be used to improve programs through modernization efforts including the purchase of equipment and development of new programs. Reserve funds will also support programs and activities that serve all incarcerated students including those who are members of special populations. CTE teachers working in correctional facilities will be included as participants in professional development activities offered to other CTE educators. As stipulated in the Perkins Act, no leadership funds provided to correctional facilities will be used for administrative costs.

III A 5 How each applicant for funds will be required to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

To assure compliance with Section 427(b) of the federal General Education Provisions Act, eligible recipients will be required to assess their career-technical education programs and include in the Perkins application a description of the actions proposed to ensure equitable access to, and participation in, those programs referenced in Section 427(b). A requirement for State approval of a local application will include an assessment by staff that activities funded by Perkins do not impede equitable access, participation or potential success based on gender race, national origin, color, disability, or age. In future years, evaluation and monitoring of programs and facilities coupled with a review of Core Indicators of Performance data will

provide critical pieces of information to be used by eligible recipients as they modify their applications and/or develop local improvement plans.

IV. ACCOUNTABILITY AND EVALUATION

IV A 1 Procedures to be used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Indiana is using the measurement definitions issued in OVAE's non-regulatory guidance for State Plan development. The definitions were reviewed during the transition year by IDWD and DOE staff as well as local administrators. Changes to those definitions were made available for review and input by area CTE directors and other stakeholders. The measurement definitions have been discussed extensively at monthly IACTED meetings and at hearings attended by postsecondary representatives. The state-adjusted levels of performance for academic attainment and graduation rates for Perkins IV will align with No Child Left Behind per the requirements within the Perkins IV legislation.

IV A 2 Procedures to be used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Public hearings, monthly meetings with secondary CTE directors, emails, and memoranda have focused on gathering input and providing updates concerning levels of performance set for the core indicators. An important factor has been a review of data collected in previous years. During the last few months, significant concerns have been raised regarding the reporting of secondary reading/language arts and mathematics attainment rates of CTE concentrators. Recent changes to the high school assessment process will replace the state's graduation qualifying examination with end-of course assessments in Algebra I and English 10 in school year 2009-10. These courses are typically taken during the freshmen and sophomore years of high school. Secondary CTE administrators expressed legitimate concerns about their ability to have an impact on student passing rates since the majority of CTE enrollments begin at the junior year. IDWD recognizes these concerns and will work with OVAE to examine options. Negotiated levels of performance will most likely be adjusted to reflect this major change in Indiana's assessment process. IDWD will continue to work with eligible recipients by reviewing data from past years to negotiate future performance levels of all other core indicators.

IV A 3 The valid and reliable measurement definitions and approaches that will be used for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

The measurement definitions and approaches that will be used for reporting academic and technical attainment and graduation/completion, participation and placement rates are listed on the forms in Part C. Language in the Perkins legislation, OVAE's non-regulatory guidance materials, and information collected through IDWD participation in national meetings focused on the accountability system provided the foundation for development of Indiana's system of CTE accountability. Definitions and measures are deemed valid and reliable because they mirror those being used in other states for Perkins reporting as well as aligning with similar NCLB and postsecondary accountability processes used in Indiana. This consistency across states and programs will allow for improved data analysis and development of a comprehensive report on the national impact of Perkins funding.

IV A 4 Describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purposes, is used to meet the Act's accountability requirements. [Section 113(b)(2)(F)] Item IV (A) (4).

The following Perkins secondary performance measures are aligned with the methodology for the state's NCLB calculation: 1S1, 1S2, and 4S1. IDWD also used information gathered through the OVAE Perkins Data Quality Institute (DQI) to align core indicators of performance with other state and federal programs where appropriate.

IDWD has, as much as practicable, used the results of the Perkins Data Quality Institutes (DQI) to develop postsecondary core indicators of performance which are substantially similar to that gathered for other state and federal programs.

IV A 5 Performance levels for the first two years of the State plan for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

This information is provided for both secondary and postsecondary eligible recipients in Part C.

IV A 6 The process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

Perkins IV allows local grant recipients to negotiate with the State if they do not accept the state-adjusted levels of performance. Each recipient will receive their State-proposed levels of performance. The recipient will, if they agree

to the proposed levels, indicate such. If the recipient does not agree to the proposed levels the State will negotiate those levels until agreement is reached. The recipient will indicate their new local levels of performance.

IV A 7 The objective criteria and methods that will be used to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

The following list represents criteria being considered for this process:

- Previous baseline data for each core indicator to be negotiated;
- Comparison with performance data from other eligible recipients with similar demographics;
- Significant changes in the characteristics of populations served;
- Existence of improvement plan or new strategies proposed for specific indicators; and
- Extent of progress, if any, toward meeting adjusted levels.

IV A 8 How data will be reported relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Indiana uses a data collection system called the Indiana Technical Education Reporting System (INTERS). INTERS has been in place and used as the standardized CTE data collection system since 2001. The state has conducted extensive training and provided technical assistance in the use of the software associated with this system to ensure eligible recipients accurately input and upload their CTE student data. IDWD will monitor the submission of data to ensure that reports from eligible recipients submitted to the state, and subsequently sent to the Secretary, are complete, accurate, and reliable. On-site data audits will be conducted at a minimum of 10 locations annually as a part of the monitoring process. Audits will encompass a review of policies, processes, and reported data to ensure reliability.

IV A 9 How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Both eligible recipients at the secondary and postsecondary level are required to meet minimum levels of performance tied directly to the federal performance indicators. The performance levels on the indicators for each recipient will be set based on the results of the local negotiation process. This process will also result in a plan for successful achievement of the statewide performance level as negotiated between OVAE and the state. Eligible recipients and members of consortia will submit data on each of the performance indicators. If performance does not meet the negotiated local level, an improvement plan to address the indicator will be written into the next year's modified plan of activities. If poor performance continues for three successive years, IDWD may take additional steps towards sanctions as allowed under Perkins.

IV A 10 How the effectiveness of career and technical education programs will be evaluated annually, and how, to the extent practicable, those programs are coordinated with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

IDWD has recently piloted, implemented, and modified a program evaluation process. Plans for implementing the revised evaluation process include implementation of a formal site visit by IDWD and IDOE staff after a review of survey information submitted by the eligible recipient to be visited. Each recipient will participate in this process once every three years. Plans for 2008-09 will focus on formal visits to 8 postsecondary and 16 secondary sites. This evaluation process will be supported by more frequent but less lengthy and less formal site visits to other locations by IDWD and IDOE staff. Technical site visits conducted as a part of the High Schools That Work initiative will yield additional information about CTE program quality. IDWD will also conduct data audits of at least 10 recipients on an annual basis.

Evaluation reports will help eligible recipients gauge overall performance and identify best practices as well as areas of weakness. IDWD will review and compile the reports to identify common problem areas that may be addressed through large scale technical assistance activities.

Eligible recipients selected for one or more of the evaluation visits described above, or otherwise targeted for an on-site review (e.g. North Central Accreditation, Civil Rights Monitoring) will have the option of asking that visits be combined, postponed, or rescheduled to avoid duplication of effort.

IV B 1 Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

- (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;**
- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and**
- (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

This information is provided in Part C.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

There are several state-identified Technical Skill Assessments (TSAs) for students in secondary CTE programs. Indiana will continue to identify and implement additional TSAs in future program years. Recently, *end-of-course* assessments for four secondary CTE courses have been developed, piloted, and revised. However, data is not available for inclusion in this plan.

Identification and development of appropriate assessments will be a major focus for Indiana over the next five years. The preferred outcome will be *end-of-pathway* assessments for each POS. IDWD and IDOE will work in conjunction with the postsecondary institutions towards the “Gold Standard” level, as designated by OVAE, by identifying and/or developing assessments and industry-recognized certifications that measure technical skill attainment of CTE concentrators. Indiana will begin in-depth work on this process by researching assessments available or currently under development through other national organizations and projects such as NASDCTE, NOCTI, National Consortium for Health Science and Technology Education, and the ASK Business Institute. By December 31, 2008, a strategy outlining a process for development and/or adoption of technical assessments for all POS will be completed. It is anticipated that a significant amount of Perkins State Leadership funds will be expended on this effort over the next 5 years.

<u>DOE Code</u>	<u>Microsoft Office Specialist (MOS)</u>	<u>DOE Code</u>	<u>Microsoft Office User Specialist, Excel</u>	<u>DOE Code</u>	<u>Quickbooks</u>	<u>DOE Code</u>	<u>PeachTree</u>	<u>DOE Code</u>	<u>CWI (Certified Web Professional)</u>
4524	Accounting I	4524	Accounting I	4524	Accounting I	4524	Accounting I	4528	Computer Applications, Advanced
4522	Accounting II	4522	Accounting II	4522	Accounting II	5972	Finance Academy	4564	Computer Programming
4530	Computer Applications			5972	Finance Academy			4570	Computer Science A, AP
4528	Computer Applications, Advanced							4572	Computer Science AB, AP
4508	Technical/Business Communication							4516	Desktop Publishing Technical/Business Communication
5628	Business Management & Finance							4508	
5230	Information Technology: Information Support and Services								
5244	Business Technology Lab I							4574	Web Design
5240	Business Technology Lab II							5244	Business Technology Lab I
								5240	Business Technology Lab II
5268	Business Management & Finance							5230	Information Technology: Information Support and Services
5972	Finance Academy								
	Information Technology: Information Support and Services							5234	Information Technology: Network Systems
5230									
5966	Entrepreneurship Academy							5236	Information Technology: Programming and Software Development
5532	Computer Network Technology							5232	Information Technology: Interactive Media
	Computer Repair & Maintenance Tech.							5532	Computer Network Technology
5536								5536	Computer Repair & Maintenance Tech.
<u>DOE Code</u>	<u>ASK Fundamental Business Concepts</u>	<u>DOE Code</u>	<u>ASK Fundamental Marketing Concepts</u>	<u>DOE Code</u>	<u>A Plus Certification</u>	<u>DOE Code</u>	<u>Network Plus Certification</u>	<u>DOE Code</u>	<u>Server Plus Certification</u>
4564	Advanced Business, College Credit	4564	Advanced Business, College Credit	4564	Computer Programming	4564	Computer Programming	4564	Computer Programming
4560	Business and Personal Law	4560	Business and Personal Law	4570	Computer Science A, AP	4570	Computer Science A, AP	4570	Computer Science A, AP
4562	Business Management	4562	Business Management	4572	Computer Science AB, AP	4572	Computer Science AB, AP	4572	Computer Science AB, AP
4568	Business-College Prep	4568	Business-College Prep	5532	Computer Network Technology	5532	Computer Network Technology	5532	Computer Network Technology
5966	Entrepreneurship Academy	5966	Entrepreneurship Academy	5536	Computer Repair & Maintenance Tech.	5536	Computer Repair & Maintenance Tech.	5536	Computer Repair & Maintenance Tech.
5990	Marketing Field Experience	5982	Hospitality, Travel and Tourism						

5914	Marketing Foundations	5918	Marketing Advanced
5988	Marketing Management Seminar	5990	Marketing Field Experience
		5914	Marketing Foundations
			Marketing Management Seminar
		5988	Sports, Recreation, and Entertainment Marketing
		5984	

<u>DOE Code</u>	<u>Macromedia Certified Professional Program</u>	<u>DOE Code</u>	<u>Certified Novell Administrator (CNA)</u>	<u>DOE Code</u>	<u>Oracle Certified Professional</u>	<u>DOE Code</u>	<u>CCNA Certification</u>	<u>DOE Code</u>	<u>ASK Fundamental Concepts</u>
4564	Computer Programming	4564	Computer Programming	4564	Computer Programming	4564	Computer Programming	4566	Entrepreneurship
4570	Computer Science A, AP	4570	Computer Science A, AP	4570	Computer Science A, AP	4570	Computer Science A, AP		
4572	Computer Science AB, AP	4572	Computer Science AB, AP	4572	Computer Science AB, AP	4572	Computer Science AB, AP		
4516	Desktop Publishing	5234	Information Technology: Network System	5234	Information Technology: Network System	5234	Information Technology: Network System		
5532	Computer Network Technology	5236	Information Technology: Programming and Software Development	5236	Information Technology: Programming and Software Development	5236	Information Technology: Programming and Software Development		
5536	Computer Repair & Maintenance Tech.	5532	Computer Network Technology			5532	Computer Network Technology		
						5536	Computer Repair & Maintenance Tech.		

<u>DOE Code</u>	<u>ASK Institute Fundamental Marketing Concepts</u>	<u>DOE Code</u>	<u>Office Proficiency Assessment and Certification Exam</u>	<u>DOE Code</u>	<u>Brainbench Business Fundamentals</u>	<u>DOE Code</u>	<u>Excel Expert</u>	<u>DOE Code</u>	<u>Microsoft Office Specialist (MOS) Access Expert</u>
4520	Marketing	5244	Business Technology Lab I	5244	Business Technology Lab I	5268	Business Management and Finance	5268	Business Management and Finance
		5240	Business Technology Lab II	5240	Business Technology Lab II	5972	Finance Academy		
		5268	Business Management and Finance			5966	Entrepreneurship Academy		

<u>DOE Code</u>	<u>ASK Institute Fundamental Marketing Concepts</u>	<u>DOE Code</u>	<u>Office Proficiency Assessment and Certification Exam</u>	<u>DOE Code</u>	<u>Final Cut Pro</u>
		5230	Information Technology: Information Support and Services	5986	Radio/TV, Broadcasting/Telecommunications

<u>DOE Code</u>	<u>A Plus Certification</u>	<u>DOE Code</u>	<u>Network Plus Certification</u>	<u>DOE Code</u>	<u>Server Plus Certification</u>	<u>DOE Code</u>	<u>Adobe</u>	<u>DOE Code</u>	<u>Hewlett Packard</u>
5230	Information Technology: Information Support and Services	5230	Information Technology: Information Support and Services	5230	Information Technology: Information Support and Services	5230	Information Technology: Information Support and Services	5230	Information Technology: Information Support and Services
5234	Information Technology: Network System					5234	Information Technology: Network System	5234	Information Technology: Network System
5236	Information Technology: Programming and Software Development					5236	Information Technology: Programming and Software Development	5236	Information Technology: Programming and Software Development
<u>DOE Code</u>	<u>Macromedia Certified Professional Program</u>	<u>DOE Code</u>	<u>Novell</u>	<u>DOE Code</u>	<u>Oracle Certified Professional</u>	<u>DOE Code</u>	<u>CISCO (Cisco Network Design, Cisco Network Support, Cisco Router Fundamentals)</u>	<u>DOE Code</u>	
5230	Information Technology: Information Support and Services	5230	Information Technology: Information Support and Services	5230	Information Technology: Information Support and Services	5230	Information Technology: Information Support and Services		
5234	Information Technology: Network System			5536	Computer Repair & Maintenance Tech.	5234	Information Technology: Network System		
5236	Information Technology: Programming and Software Development					5532	Computer Network Technology		
5232	Information Technology: Interactive Media					5536	Computer Repair & Maintenance Tech.		
<u>DOE Code</u>	<u>Final Cut Studio</u>	<u>DOE Code</u>	<u>3-Com</u>	<u>DOE Code</u>	<u>ProCert</u>	<u>DOE Code</u>	<u>Microsoft Certification</u>	<u>DOE Code</u>	
5230	Information Technology: Information Support and Services	5234	Information Technology: Network System	5230	Information Technology: Information Support and Services	5234	Information Technology: Network System		
5232	Information Technology: Interactive Media	5236	Information Technology: Programming and Software Development	5236	Information Technology: Programming and Software Development	5236	Information Technology: Programming and Software Development		
5986	Radio/TV, Broadcasting/Telecommunications								

<u>DOE Code</u>	<u>Adobe Certified Expert (ACE)</u>	<u>DOE Code</u>	<u>Lodging Management Program (LMP)</u>	<u>DOE Code</u>	<u>National Certificate of Achievement - American Hotel and Lodging Educational Institute</u>	<u>DOE Code</u>	<u>Society of Broadcast Engineers Certification</u>	<u>DOE Code</u>	<u>State Board of Cosmetology</u>
5232	Information Technology: Interactive Media	5982	Hospitality, Travel and Tourism	5982	Hospitality, Travel and Tourism	5986	Radio/TV, Broadcasting/Telecommunications	5802	Cosmetology
<u>DOE Code</u>	<u>Certified Collunarium-American Culinary Federation</u>	<u>DOE Code</u>	<u>Pro-Start National Certificate of Achievement-National Restaurant Association Education Foundation</u>	<u>DOE Code</u>	<u>Certified Food Handler (through ServSafe Certification-Indiana Restaurant and Hospitality Association)</u>	<u>DOE Code</u>	<u>Certified Pastry Culinarian-American Culinary Foundation</u>	<u>DOE Code</u>	<u>Child Development Association (CDA)</u>
5440	Culinary Arts Careers I, II & III	5440	Culinary Arts Careers I, II & III	5440	Culinary Arts Careers I, II & III	5440	Culinary Arts Careers I, II & III	5412	Education and Early Childhood Careers I, II
5456	Food and Nutrition Science Careers I, II	5456	Food and Nutrition Science Careers I, II	5456	Food and Nutrition Science Careers I, II	5456	Food and Nutrition Science Careers I, II		
<u>DOE Code</u>	<u>CDA-National Credentialing Program</u>	<u>DOE Code</u>	<u>Initial Certification in Early Childhood (ICEC)</u>	<u>DOE Code</u>	<u>Indiana Association for the Education of Young Children</u>	<u>DOE Code</u>	<u>Lodging Management Program (LMP)</u>	<u>DOE Code</u>	<u>National Certificate of Achievement - American Hotel and Lodging Educational Institute</u>
5412	Education and Early Childhood Careers I, II	5412	Education and Early Childhood Careers I, II	5412	Education and Early Childhood Careers I, II	5458	Hotel Academy I & II	5458	Hotel Academy I & II
		5462	Human and Family Services Careers I, II	5462	Human and Family Services Careers I, II	5472	Residential and Commercial Facilities Management I & II	5472	Residential and Commercial Facilities Management I & II
<u>DOE Code</u>	<u>HeartSaver First Aid Certification - American Heart Association</u>	<u>DOE Code</u>	<u>Healthcare Provider CPR Certification - American Heart Association</u>	<u>DOE Code</u>	<u>Emergency Medical Technician (EMT)</u>	<u>DOE Code</u>	<u>Indiana State Certified Nursing Assistant (CNA)</u>	<u>DOE Code</u>	<u>Pharmacy Technician</u>
5211	Into to Health Care Systems	5211	Into to Health Care Systems	5211	Into to Health Care Systems	5211	Into to Health Care Systems	5211	Into to Health Care Systems
5294	Integrated Health Sciences I & II	5294	Integrated Health Sciences I & II	5294	Integrated Health Sciences I & II	5294	Integrated Health Sciences I & II	5294	Integrated Health Sciences I & II
5203	Dental Assisting I,	5203	Dental Assisting I,	5207	Health Career Practicum	5207	Health Career Practicum	5207	Health Career Practicum
5204	Dental Assisting II	5204	Dental Assisting II	5282	Health Careers I	5282	Health Careers I	5282	Health Careers I
5205	Dental Assisting III	5205	Dental Assisting III	5284	Health Careers II	5284	Health Careers II	5284	Health Careers II
5206	Dental Assisting IV	5206	Dental Assisting IV	5286	Health Careers III	5286	Health Careers III	5286	Health Careers III

5209	Introduction to Dental Health Careers	5209	Introduction to Dental Health Careers	5276	Anatomy & Physiology	5276	Anatomy & Physiology	5276	Anatomy & Physiology
5207	Health Career Practicum	5207	Health Career Practicum	5208	Intro to Community Health Services	5208	Intro to Community Health Services	5208	Intro to Community Health Services
5282	Health Careers I	5282	Health Careers I	5210	Intro to Emergency Medical Services	5210	Intro to Emergency Medical Services	5210	Intro to Emergency Medical Services
5284	Health Careers II	5284	Health Careers II	5212	Intro to Health Care Technology	5212	Intro to Health Care Technology	5212	Intro to Health Care Technology
5286	Health Careers III	5286	Health Careers III	5213	Intro to Medical Assisting	5213	Intro to Medical Assisting	5213	Intro to Medical Assisting
5276	Anatomy & Physiology	5276	Anatomy & Physiology	5215	Intro to Physical Therapy	5215	Intro to Physical Therapy	5215	Intro to Physical Therapy
5208	Intro to Community Health Services	5208	Intro to Community Health Services	5274	Medical Terminology	5274	Medical Terminology	5274	Medical Terminology
5210	Intro to Emergency Medical Services	5210	Intro to Emergency Medical Services	5272	Intro to Health Care Specialties	5272	Intro to Health Care Specialties	5272	Intro to Health Care Specialties
5212	Intro to Health Care Technology	5212	Intro to Health Care Technology	5822	Law Enforcement	5536	Computer Repair & Maintenance Tech.	5822	Law Enforcement
5213	Intro to Medical Assisting	5213	Intro to Medical Assisting			5822	Law Enforcement		
5215	Intro to Physical Therapy	5215	Intro to Physical Therapy						
5274	Medical Terminology	5274	Medical Terminology						
5272	Intro to Health Care Specialties	5272	Intro to Health Care Specialties						
5822	Law Enforcement	5822	Law Enforcement						
<u>DOE Code</u>	<u>Aircraft Operator-Private Pilots License</u>	<u>DOE Code</u>	<u>FAA Certification</u>	<u>DOE Code</u>	<u>Automotive Youth Education Systems Certification</u>	<u>DOE Code</u>	<u>Inter-Industry Conference on Automotive Repair (ICAR)</u>	<u>DOE Code</u>	<u>ASE Certification</u>
5524	Aircraft Operations	5524	Aircraft Operations	5514	Automotive Collision Repair Technology	5514	Automotive Collision Repair Technology	5514	Automotive Collision Repair Technology
		5528	Aviation Support Operations	5510	Automotive Services Technology	5510 5776	Automotive Services Technology Welding Technology	5510	Automotive Services Technology
<u>DOE Code</u>	<u>ASE Refrigerant Recovery/Recycle Certification</u>	<u>DOE Code</u>	<u>National Institute for Metalworking Skills (NIMS)</u>	<u>DOE Code</u>	<u>OPE (Outside Power Equipment) Certification</u>	<u>DOE Code</u>	<u>American Welding Society (AWS) Certification</u>	<u>DOE Code</u>	
5620	Diesel Service Technology	5782	Precision Machine Technology	5842	Recreational & Portable Power Equipment	5776	Welding Technology		

SECTION V. TECH PREP PROGRAMS

V A 1 How activities under this title will be coordinated, to the extent practicable, with activities describe in the State Plan, Title I.

All of Indiana's tech prep funds will be distributed to consortia on a competitive basis. There are three proposal strategies for which a consortium can apply; 1) a Planning Grant for sites that have not been previously funded for pathways leading to a Program of Study; 2) Implementation strategies that will lead to a program of study; or 3) Implementation of Project Lead the Way, a pre-engineering pathway. The planning and implementation pathways must be in STEM career-related fields or occupations listed on the "Hoosier Hot 50 Jobs" list.

To be considered for funding, proposals must describe planned, measurable program improvements to address gaps in program and student performance.

V A 2 How grants will be made available on a competitive basis to consortia between or among a local education agency, an intermediate educational agency, education service agency, or area career and technical education school, serving secondary school students; and a nonprofit institution of higher education that offers a 2-year associate degree program or a 2-year certificate program or a 2-year apprenticeship program that follows secondary education instruction; or a proprietary institution of higher education that offers a 2-year associate degree program. (A consortium may include 1 or more institutions of higher education that award a baccalaureate degree and employers, business intermediaries, or labor organizations. Each consortium receiving a grant under this title shall use amounts provided under the grant to develop and operate a 4- or 6-year tech prep program as described in Section 203 (c).)

Annual evaluations of Tech Prep consortia, including analysis of results on accountability and performance indicators, will include the following factors:

- Post-graduation employment placement activities at the secondary and post-secondary levels
- Student matriculation from secondary to postsecondary education
- Student matriculation from sub-baccalaureate degree programs to baccalaureate degree programs
- Program development in consultation with business, industry, secondary, and postsecondary
- Student dropout prevention
- Student re-entry options
- Provision of assistance to students with special needs
- Addressing Indiana's workforce needs

V A 3 How the State will ensure that tech prep programs that shall comply with the 8 elements required in Section 203 (c):

- (1) be carried out under an articulation agreement between the participants in the consortium;**
- (2) consist of a program of study that (A) combines a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or an apprenticeship program of not less than 2 years following secondary education instruction; and (B) integrates academic and career and technical education instruction, and utilizes work-based and work-site learning experiences where appropriate and available; (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations; (D) builds student competence in**

technical skills and in core academic subjects as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses; (E) leads to technical skill proficiency, and industry-recognized credential, a certificate, or a degree, in a specific career field; (F) leads to placement in high skill or high wage employment, or to further education; and (G) utilizes career and technical education programs of study, to the extent practicable;

- (3) include the development of tech prep programs for secondary education and postsecondary education that (A) meet academic standards developed by the State; (B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education; (C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and (D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs
- (4) include in-service professional development for teachers, faculty, and administrators
- (5) include professional development programs for counselors;
- (6) provide equal access to the full range of technical preparation programs to individuals who are members of special populations;
- (7) provide for preparatory services that assist participants in tech prep programs; and
- (8) coordinate with activities conducted under title I.

Indiana funds consortia entirely on a competitive basis.

V A 4 How the State shall approve applications under this title based on the potential of the activities described in the application to create an effective tech prep program.

- a. Articulation
Under Indiana's competitive tech prep grant system, consortia will not be funded for implementation or PLTW grants unless there is an articulation agreement in place between the participants in the consortia.
- b. Programs of Study (POS)
Under Indiana's competitive tech prep grant system, consortia programs must be a POS or it will not be funded.
- c. Program characteristics
Under Indiana's competitive formula, all tech programs must adhere to the Tech Prep RFP (attached). All programs must
 - Be carried out under an articulation agreement
 - Integrate academic and CTE instruction
 - Provide technical preparation in career fields, including STEM, high-skill, high-wage or high-demand, or Hoosier Hot 50 jobs.
 - Meet state academic standards
 - Provide a seamless transition
 - Provide work-based or worksite learning experiences

- d. Professional development for educators and administrators
Under Indiana's competitive tech prep grant system, consortia will not be funded unless there is a strong professional development component. Additionally, the Indiana Department of Workforce Development will provide professional development for tech prep consortia that will meet Perkins IV professional development criteria.
- e. Professional development for counselors
Under Indiana's competitive tech prep grant system, consortia will not be funded unless there is a strong professional development component. Tech Prep consortia secondary guidance counselors and postsecondary admissions counselors will participate in professional development through programs planned and initiated at both State and local levels. These programs will meet Perkins IV professional development criteria.
- f. Equal access for special populations

All competitive awardees will be required to include an assurance of equal access for all students including special populations. All strategies and activities outlined in the Provision of Services for Special Populations section (Title I) of this Plan apply to Tech Prep programs as well as other CTE programs in the State.
- f. Preparatory services
LEARNMORE Indiana, is a web site that allows students to explore college and career programs available in our state. LEARNMORE also distributes a "Career and Course Planner" to each high school for all students. The Pathways/POS will serve as tools to help students, parents, and counselors work through the development of four-year course plans and to plan ahead for further education and training. This portfolio document also includes space for students to record test score information, extracurricular activities, service learning and work experiences, and personal improvement plans.
- g. Coordination with Title I

Although Indiana is applying for both Title I and Title II funds, Indiana's goal is to make all CTE programs Tech Prep programs. Each tech prep consortium will describe how they plan to coordinate activities with both the secondary and postsecondary partners under Title I of the Act. Coordinated activities will ensure responsible use of funds and avoid duplication of programs and services.

V A 5 How the State shall give special consideration to applications that: provide for effective employment placement or the transfer of students to baccalaureate or advanced degree programs; are developed in consultation with business, industry, institutions of higher education, and labor organizations; address effectively the issues of school dropout prevention and reentry and the needs of special populations; provide education and training in an area of significant workforce shortage; demonstrate how tech prep programs will help students meet high academic and employability competencies; and demonstrate coordination and integration with eligible recipients of funds distributed to secondary education programs (Title I, Part C).

Indiana will set general expected levels of performance for consortia. Indiana will not set separate levels for consortia. Consortia will be held accountable through an audit process that incorporates all standards and indicators of performance.

V B.1 Other Department Requirements

1. Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Please see attached document – Appendix D.

SECTION VI FINANCIAL REQUIREMENTS

VI A 1 How the agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Indiana law mandates that a minimum of 60 percent of the funds received from Perkins will be distributed to the secondary level. For the past few years, allocations have been made as follows: 63.58% of available funds go to area CTE districts and 36.42% to eligible postsecondary institutions. Funds for secondary and postsecondary recipients will continue to be allocated in this manner over the next 5 years.

Secondary funds are allocated on a consortium basis. The rationale for this allocation is attributable to the Perkins requirements that a minimum threshold of \$15,000 must be met for disbursement of funds to an eligible recipient. Indiana has a significant number of smaller, rural school corporations whose data makes them unable to meet the threshold. By distributing funds through area CTE districts, all school corporations have equal access to activities, services, and improvements undertaken with Perkins funds.

All other expenditures will be made in accordance with the Perkins fiscal requirements. (See **Part B: Budget Forms** for more detailed financial information.)

VI A 2 Specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec.131(g); Sec.202(c)]

In accordance with section 131(a) of the Act, the funds will be distributed to area CTE districts based on the following:

- 30% based on the number of individuals aged 5 through 17 who live in the school district served by the local educational agency - estimated amount \$4,295,598.
- 70% based on the number of individuals aged 5 through 17 who live in the school district served by the local educational agency and are from families below the poverty level – estimated amount \$10,023,063.
- No funds will be kept in reserve.

VI A 3 Specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions with the State. [Section 122(c)(6)(A); Sec.202(c)]

In accordance with section 132 (a) of the Act, the distribution of funds to postsecondary institutions will be based on the number of individuals who are Pell Grant recipients enrolled in approved CTE programs - estimated amount \$8,202,039. No funds will be kept in reserve.

VI A 4 Allocation of funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

As stated in Section VI A 1, secondary funds will be allocated to the area CTE districts serving as the consortium for local education agencies (LEAs) contained within the geographic regions designated by the State or otherwise formed through cooperative agreements. The funds generated by all LEAs in the consortium will be combined and given to the fiscal agent for the area CTE district. The consortium will have informed the state ahead of time about any decisions to subgrant a portion of the funds. IDWD will ensure that Perkins funds are used for programs and activities that are of sufficient size, scope, and quality to be effective.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

VI A 5 You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(6)(B); Sec. 202(c)]

IDWD does not fund postsecondary consortia.

VI A 6 Adjustments to the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

IDWD will annually adjust the data used to make allocations to secondary consortia to reflect any change in school corporation agreements that may have occurred since the data was collected and include any participating LEAs without geographical boundaries, such as charter schools.

VI A 7 Description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.

Indiana will not propose an alternative allocation formula.

VI B 1 Detailed Project Budget Form

See Part B: Budget Forms.

VI B 2 Listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Lists of allocations made to consortia (secondary and postsecondary) are attached as Excel worksheets in Part B.

VI B 3 You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

IDWD calculates the allocations using the NCES and census data for secondary allocations and Pell recipient data for postsecondary CTE programs.

The calculation of the Perkins allocations for Indiana is based upon two data sets. One is the Total Student Population from NCES, and the other is the Total Living Beneath the Poverty Threshold from the Census Bureau.

The poverty count is the basis for 70% of the allocations, and the NCES represents the other 30%. The 70% is allocated based upon the ratio of the total state poverty count that is in the school corporation area. The 30% is allocated based upon the ratio of the total state student count that is in the school corporation area.

For each corporation the 70% total is added to the 30% total to get the allocation total for each corporation. Funds generated by all school corporations within each area CTE district are added together to get the consortia allocation.

VI B 4 The competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

No funds will be kept in reserve.

VI B 5 Procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

No funds will be kept in reserve.

VI B 6 Procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

In accordance with section 131(c)(2) and section 132(a)(4) of the Act, the eligible agency shall consider waiving the minimum allocation requirement of \$15,000 in any case in which the local educational agency is located in a rural sparsely populated area and demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part. This consideration does not make any offer or guarantee of approval.

APPENDIX A

SUMMARY OF PUBLIC HEARING

RECOMMENDATIONS AND TESTIMONY

PERKINS HEARING INFORMATION
MONDAY, MARCH 3, 2008
WALKER CAREER CENTER

Everyone was asked to keep questions and comments to five minutes. These questions are being recorded and will be transcribed and attached to the Perkins 5 Year State Plan.

Everyone is encouraged to submit questions/comments in writing and e-mail these to Melissa Wafford. Questions will be recorded with answers being posted on website by March 14.

1) Patty Shutt stated the Department of Education staff will submit most of their comments/questions in writing. Ms. Shutt stated her comments are mostly suggestions:

Page 14 – regarding evaluation of Career and Technical Education Programs. The on-site process is mentioned that B. J. Bischoff is currently conducting. Ms. Shutt suggested the language be replaced or substituted and expand upon this process. This is what US DOE is looking for in this item.

On Page 14 – 7C – students must pass the Graduation Qualifying Exam. This process is changing and staff may want to put something in the plan that addresses the fact that this is only in play for a couple more years and then add the new process. In March, a Director of Assessment will be addressing the Dept of Education staff because this process has changed. Mr. Guidry or one of the staff is welcome to attend as this is complicated transitioning from the old process to the new process.

Page 15 – 9 – approval of new CTE programs will be in new or emerging occupations. Approval of new programs rests at the local level as opposed to the state level. This is a piece of state legislation. While staff would like to encourage local people to look at that, if they wanted to do something different, we would not have an ability to have an impact on this through either DOE or DWD.

Page 17 – Ms. Shutt will check on this – Alternative Education Programs – Ms. Shutt stated she thought these students did have access to Career and Technical Education. What is most likely happening is that those students are being placed in cooperative education programs. They have the ability to waive teacher licensing requirements because of alternative education programs. Ms. Shutt stated she did not think they could take Alternative Education and CTE dollars – it would be double dipping. Ms. Shutt will research this for Mr. Guidry.

Page 19 – There are multiple mentions of the Transition Plan. Since we are beyond the transition plan, we need to get that language out of there and replace it with what exactly staff will be doing.

Page 25 – In the Tech Prep Section states not required for Transition Plan.

Page 29 – Under the Fiscal Section - #4 says 10% reserve funds will be placed in a competitive grant process.

Mr. Guidry stated this may not be the correct version. Staff will check on this. This is a first draft and it is rough. Staff will need help from the Area Vocational Directors and DOE.

2) On the indicators where the secondary program emphasizes students continuing postsecondary level, but in the postsecondary indicators there is nothing mentioned about working with secondary programs to make that happen. So often, locals are pushing to make this happen and the postsecondary institutions are very reluctant because there is nothing that pushes them to provide assistance or cooperate or make any kind of effort at all.

Mr. Guidry stated if there were no other questions/statements at this time, individuals could submit them via e-mail.

3) At the last meeting, it was stated that this year on Academic Attainment in Reading, Language Arts, and Math, those are actually based on the first time students take the GQE exam. Yet, locals have a target rate that they are to be reaching. Students are taking the test before the Career Centers actually get them in class. How are the locals suppose to have any effect on this? This all goes back to the 10th grade testing.

Mr. Deaton stated this was a requirement from the Federal Government. It is according to the No Child Left Behind legislation. Once locals start providing data this way, staff is not sure how this will work out.

4) Will locals be allowed to negotiate those levels down?

Mr. Deaton stated he will negotiate with the Federal Government and a level will be set in the proposals. How well everyone does will go into this level.

5) This information was discussed and the state average is 50%. Most locals are below this, so if the negotiated level is 70 (knowing this can be negotiated). They just reached 50 and are happy that they did. The locals will be sanctioned or fail every year.

Mr. Deaton stated that everyone will have the same chance to negotiate. Staff will look at the individual data and will be negotiating with the locals.

6) Will there be some type of form to negotiate this?

Mr. Deaton stated staff is hopeful whenever these indicators are negotiated, an e-mail will be sent out that if anyone would like to negotiate these levels, they could contact him.

Mr. Guidry stated he reviewed Ohio's State Plan. They make mention of the way the graduation indicators are as well. They are not using what the state is using for NCLB.

7) Are they counting waivers?

Mr. Guidry stated yes.

8) How this was calculated before, by the time locals have an impact on students, this was negotiated in the 90 percentile. Locals feel like they make an impact because they get them when they are at 50 percent and when they leave they are at 90 percent. This does show progress. Anything you can do to make a model like Ohio we can show an impact.

9) No to mention the waivers that revolve around CTE. It's one thing to see a one percent drop, but to see a 20-30 percent drop – that's another story.

Mr. Deaton stated he would contact U.S. DOE. Everyone was told this was the way the legislators wanted to report this. Another option would be to use a state indicator.

Mr. Guidry stated we would report both indicators.

10) On the 2S1 indicator and 3S1 indicator on Page 40 – There is no level or baseline is this to be filled in later?

Mr. Deaton stated this information has not been negotiated yet. Some of the information will come down at the last minute. This will be done in March

11) When will locals receive their allocations?

Mr. Deaton stated this information is done and being checked by staff to make sure all changes were made. Once completed, this will be sent to Department of Education.

Mr. Guidry stated the distribution was received last week.

PERKINS HEARING INFORMATION

WEDNESDAY, MARCH 5, 2008

C4 COLUMBUS AREA CAREER CENTER

Mr. Guidry requested individuals state their name and where they are located. Everyone will have five minutes to make their comments. Comments via e-mail will also be accepted. Comments will be transcribed and attached to the plan. The plan is a rough draft. Input is requested to make this document more complete and make it the best document the State can make.

Glen Weil, District 47 and 48 in southern Indiana, Director of a Cooperative Center. Regarding the State Plan to do the ten percent reserve differently next year – this year we had five percent. Looking at the equity issue throughout the state, it is easy to go from building to building and see that there is no equity in the state. Some buildings are beautiful, their equipment is updated and nice while others are desperately in need. I think the fact that we have a formula which addresses 30% by the number of students regardless of whether they are CTE students and 70% by economic indicators, it would be wise for the state to take the 10% and distribute it by a different formula considering rural corporations in the state. It would be more equitable if locals had that much of the overall formula that was distributed in a different method, it would make things more equitable.

With emphasis on the four year baccalaureate degree, I understand the need to create opportunities, but I question whether or not the emphasis is going to overshadow what I believe would be more important that we pursue the job markets that are available and there is no scientific research that is going to support that we have more need for four year baccalaureate jobs and careers than two. Certainly, in certain programs to have an option to do two plus two or four years or beyond is appropriate. Not every program is necessarily appropriate or a high need area. This also relates to the drop out problem we have. Certainly, CTE is going to

help the drop out rate, but CTE is not for drop outs. We need to encourage another upper echelon of students to take CTE programs, so the emphasis seems to be on CTE. We need better students if we are going to help Indiana's economy; manufacturing, especially, and every other area. Sure they want students that want to go to work and can learn, we're making them do Core 40, but we need to get better students attracted to CTE areas. That is where the jobs are. My concern is that we don't over emphasize that opportunity, overshadowing what our vision should be which is two year programs, apprenticeships, and workforce training. Eighty percent of the jobs out there are stable.

The other concern that I have is – I would like to encourage the State Department of Education and the Department of Workforce Development, and Commission for Higher Education to work together to get some of these promises and state goals listed. Things like dual college credits and integrating academics into our curriculum, it should be like Algebra 1. If we have adopted (which our state has) a curriculum and an inservice; or welding to use an example, they have an educational foundation which have crosswalked and shown the integration that is available. The curriculums are rigorous and integrated. Our emphasis should be training our teachers to be experts in that curriculum. The state needs to get together and make these programs of study, statewide articulation agreements, and dual credits statewide and it should be rubber stamped like it is with Algebra 1 in Core 40 and then our effort and focus should be on getting teachers to be experts at delivering what should already be there. It is there. We've got all of our districts working hard to reinvent their different wheels. If we could get the state to get their promises together on all of those things and deliver them; that is going to save us a lot of work and move us light years ahead of where we want to be.

Finally, the only concern that I have that I haven't seen or studied the RFP's for Tech Prep competitive formula; I don't know if this could be addressed any way rurally or different to prevent the whole idea that the person that can wordsmith the best grant is going to have a better opportunity to get funds. Again, the smaller districts don't have the personnel for that. I don't want my teachers writing grants. I want a teacher and curriculum. The best teachers that I have that deserve the most money in grants; they don't have time. If I asked them to do it, they would find a way and it would take away from their activity because they are with their kids every night. It comes to me writing grants for different schools. If there was some competitive way to make it, I think some of my schools would stand up very well. With the competitive process, and with me getting a grant in on top of my local plan by such and such date, it puts a lot of pressure on me and again, I don't know that I think it is fair and equitable.

Doug Dillion, Area 35, Vigo County School Corporation. I just wanted to mention the grants. I think the grants are a wonderful thing. If, for example, the PLTW grants were to ever go away, I would question whether our school district would be able to continue to offer PLTW in all the sites because we are a scattered site district. We do not have a Career Center and that program is very expensive. Without the grants I would have some concerns. Also, if you want to go outside the box and try new activities like counselor academy for example, it is one of our grants that were funded through Moving Forward. It has been a huge success and has created a whole new partnership with our counselors in our high schools that we never had before. Without the Moving Forward Grant, that opportunity would have never came to fruition. The superintendent would never have funded this and that grant created that opportunity. I would encourage the state to continue to have some grant opportunities for those outside the box activities and to continue to help fund PLTW.

Donna Ornuston, Brown County Career Resource Center. I think I represent one of those outside the box activities. We are a very small operation. The Center is funded with Lily Endowment money. Over 100 people in Brown County who probably would never have gotten any type of degree had it not been for our Center. Now, we are looking for ways in which we can sustain this program. What we are looking at is how we can access funding such as this. Perhaps it will be through the C4 district to help sustain the program that we have. This program takes people to Ivy Tech. I think we are a gateway program that moves students into postsecondary career education. What can we do to keep our school?

Mr. Guidry asked Ms. Ornuston to provide him with additional information and he would get back with her at a later date.

Joyce Memmering, Director, Areas 39 and 43. This is a very rural, large district. We have to duplicate two of everything in anything that we do if at all possible. I want to tag on to what Glenn said. They think our first concern is when we're shifting our kids from postsecondary training to a baccalaureate, an associate to baccalaureate. My initial thought is that Okay, we're going to get rid of the Ivy Techs and VU's along the line because they are only associate. Do all occupations, high wage, high demand take a four year baccalaureate degree? Why is our emphasis going to this? Are we becoming more of the higher learning, are we going to forget the Career part of Career and Tech Ed? There are high wage, high demand jobs that do not require that, but if we put our emphasis on this, then we are forgetting the other avenue of career that we should be pursuing. Also, we had a situation in our area between the articulated word and the dual credit word. I'm just making sure that we are saying the same terminology. To me, what they're saying to me now is that we throw out the word articulate – we want it dual credit. I commend you for thinking of doing something statewide because all I get out of 13 corporations, 14 high schools sitting in an Ivy Tech/VU district – who am I listening to, who are we following with, whose curriculum are we using? I actually have two Ivy Techs that I associate with and if I work out something with one, it doesn't work with the other because it isn't the same curriculum. I have trouble in my area keeping four auto tech programs coordinated let alone trying to figure out which postsecondary person I am to listen to. You're saying we have to coordinate. They are not even talking to each other. This is my naïve concern that I have. Definitely considering the rules, I often compare my area to Central Nine. They have more students in Central Nine than I have in every one of my 14 high schools. Yes, they can do a lot of really neat things, but they can walk down a hall. When I get up in the morning, I have to decide if I go fifty miles in this direction to one school or fifty miles in the other direction to another school. The kids are having to do the same thing when they come to some of our programs. So when you are thinking – Oh we can have counselors in Math and Reading coming in to work with students, all we can get done is mileage.

Ed Brown, Area 36 – Hoosier Hills Career Center in Bloomington. I do have a simple facility and it is a concern for me that if you pull ten percent out from a separate entity, it does create an additional writing responsibility. I don't have time to write to that grant. Yes, we do have a central facility, but no I don't have writers to write grants. This is for a larger center – we are not large. This would be a sizable cut if we lost ten percent. I rely on this very strongly for equipment needs and services to special needs students that we serve. I also think that what I heard in the presentation earlier, is that stressing of the baccalaureate is an add on. It's not excluded in the two year postsecondary activity. I don't believe it will take away from postsecondary initially. I don't have a real problem with this. I think we need to look at every opportunity for kids to advance. I think this is okay. I don't see this as an issue as long as we keep in mind that two year programs

are very important because that is where job growth is. That is my conclusion having worked at the state for years, Ivy Tech, and now at the secondary level.

Mr. Guidry stated the formula used for distributing the postsecondary funds is by Pell Grant. We are going to continue to do this. This is not going to change. The majority of our postsecondary funds will continue to go to Ivy Tech and Vincennes. These are the institutions we will be working with. It obviously makes more sense for us to deal with them first. We will continue to do so and make them state partners.

Ray Vulgan, Ivy Tech. I just wanted to make a comment related to the baccalaureate issues. For those of you that looked at the Federal legislation – it has baccalaureate in there – the concept. My understanding from what I've been able to read, there were a lot of comments related to having this in the legislation. Part of it was looking at a career path, seamless path all the way k-12 to 2 year to a 4 year baccalaureate. The opportunity was there. That was what was inserted in there. I do not think, in what I read in this present plan and even in the legislation, I do not see the focus or emphasis on a baccalaureate degree. It's just there – an additional opportunity as we provide through the secondary schools. At the same time, we have given these students an opportunity to advance where they would never have had a chance if it wouldn't be for our programs. I think this is part of it. I am going to look into the information provided by Joyce Memmering because the curriculum is the same across the state. Ivy Tech has a statewide curriculum. What they are teaching in automotive in one area is the same curriculum as another area.

Dan Ulrich, Area Vocational District 46. I, too share a lot of the same concerns expressed in regard to the baccalaureate programs. That is just the perception that I had personally was the push towards baccalaureate. I think everyone that is familiar with Career and Technical Education, only about 20 – 25% of the jobs for seniors will require baccalaureate degrees. This needs to reference not only baccalaureate degrees, but also associate degrees and no where in the plan is anything regarding apprenticeship training. I think this definitely needs to be put in the plan. A lot of my kids, in fact we have articulation agreements, with a lot of our unions and they are committed, once they pass the criteria set up by the unions, right into apprenticeship training. That is not mentioned. The other issue that I would like to comment on is certifications. In the plans, there is an emphasis on certified programs and also on part of the Technical Honors Diploma. Not all certifications that were approved by the DWD will cover all of the programs that we offer in Career Centers. So, I'm wondering about the programs that are not covered by certifications. Is there a way to get some certifying agencies to move forward? The other issue with certifications is simply, I heard Doug mention, the costs of PLTW. We did the certifying of all the programs and we have 18 or 19 programs of study in the Career and Technical Center. There are tremendous talks in certifying all those programs. Then, once they are certified, how do we pay for certification for kids to take those tests. Where is the money coming from? It's scary looking at the power point and see that funding is going to be cut. It just seems to me like we're asking for more. PLTW, in Evansville last year, we spent \$19,000 on software. We're starting up the biomed, which is a tremendous program. It is my understanding that this program is a \$2,000 per year per school curriculum assessment to that in addition to software costs. That doesn't even include the money that it is going to take to sustain all those programs. I'm wondering, these are all terrific ideas and terrific programs, great opportunities for kids, but the question becomes how do we sustain these programs? Even though I'm part of a large corporation, I do not have a grant writer.

Doug Dillion – MSSC costs \$530 per student. The reimbursement is \$450. I know that DWD is pushing heavily for everyone to go to the MSSC certification and that doesn't include your on-line component, your teacher training component. If I was to implement this in all of my schools, I'm guaranteed to lose \$80 per student, and that is if they pass the test the first time. All four tests is unrealistic. This is an unrealistic certification for the school district to afford; even if you are a Career Center. I would think it would be difficult to swallow when you're losing a minimum of \$80 per kid to get that certification for one that has limited recognition by the Manufacturing industry.

Glenn Weil – I would like to clarify, and correct me if I'm wrong, but to understand that the 10% reserve is withheld at the discretion of DWD, but then re-distributed by formula so there is no writing involved. It is just that the formula involves some kind of definition of rural area or small town as opposed to urban or suburban area and it is re-distributed by enrollment in CTE. So the number of students that you have enrolled in your program determines how much money you get. Again, I know I'm going to be in disagreement with people from non-rural areas, but I've seen the formula for the 5% and how affected my programs are; I wonder, majority or not, if they are going to be used for that. I think it is a more equitable use of funds to base it on the CTE enrollment and re-distributed by the formula. I agree with Ed, I don't want to write another grant for it.

Ed Brown – The other discussion piece regarding PLTW – the Tech Prep grants are critical for continuation of PLTW for any schools – large or small. The only way we are offering it now is in terms of additional training for staff to teach those classes through the grant. It is critical for this to be supported – if this goes away, programs go away. Like Biomedical, there are a lot of unexpected costs. When we figure what next year's cost will be for Biomed, and we didn't plan for that, all of a sudden you are trying to catch up. The schools have to do a budget plan one and one-half years out and your hearing now that next fall (with next fall only one-half year away) you're going to have to scramble to find a budget to run that program. Even if you can have a grant to support the extra costs, you still have the basic costs. Another issue is the certification costs. I keep seeing more and more certifications requirements. The areas cannot afford the costs to have students certified. It is not going to fly well to have the students pick up the costs.

Glenn Weil – Regarding PLTW funding – I agree with Ed and Doug. The program should be continued or we will lose the program. I don't know if you can do anything about this, but when you roll a new CTE program into an existing program such as PLTW Technology Education, Biomedical Science, teachers; the extra funding, \$450 that follows those students is not impacting CTE whatsoever, because you are transitioning it into an existing educational program and it is absorbing the general fund. If you started a welding program from scratch, you could certainly point to those dollars and say we are going to hire a new CTE teacher, we are going to create a very necessary program in our community and that \$450 impacts that program. When we have implemented these programs in existing areas, the \$450 does not impact CTE. It may be saving a technology teacher's job if they come to retirement and they may have decided for PLTW not to replace that position. Now they are going to get \$450, so we will go ahead and keep that position. It is not impacting computer labs, supplies, and equipment.

Duane Martin, Area 40 - We are an area school that is attached to a large high school. We schedule students in the spring, we are doing this about now and what we are finding in the last two years is that we will enroll classes, then when next fall rolls around, we will have about 100 students less than anticipated

because they flunked something. Due to Indiana's new diploma requirements, Core 40, they don't show up. We tried with the Moving Forward grant to bring a math teacher into our area to recover the credit or give them a chance to do that and when the grant was approved, it was the end of May. So there is no way to schedule that. Counselors and these programs have got to be enrolled and I agree and will build on what Ed says, you have to be able to budget in advance so that you can do these things. The timing is critical. Let me say this, because some kid flunks English doesn't mean that he all of the sudden doesn't need Career and Technical Education. It probably means that he needs it worse. That is our dilemma – that is what we are up against. So anything that we do we need to plan it and get it in there. If we are talking about 2008/2009, we are done. We have enrolled. We really can't impact anything next year, so as we start to make our plans, we are really talking about 2009/2010 enrollment. I think that's good to have a five year plan for that reason. That is one of our frustrations. Another frustration I have is – we had articulation agreements and I know this is part of it – we had articulation agreements with Ivy Tech in Bloomington in electronics and we were pretty proud of those and the teacher worked hard for them. We marketed this to students and these students were going into their junior year. During their junior and senior year, Ivy Tech has changed their curriculum and now they don't accept those credits at Ivy Tech in Bloomington. We have been told this. So here we were, two years ago telling kids something was available and when they got there, it wasn't there. I'm all for articulation, don't get me wrong, but there is going to have to be some way to get all this timing, budgeting and things set up so that we don't end up telling kids something one year, then the next year say – well, this is how it is this year. I don't have a grudge with Ivy Tech because they have their standards, too. But as we move forward, this articulation is going to be a big part on how we are evaluated, then it needs to be solid. I don't want to go to some kid and tell them that we have this and then because their teacher decides to retire, then we bring in someone that is not quite as qualified, maybe doesn't have a masters degree, then that class might not count because of technicalities. I would like to see some work done with this.

John Rutherford – Ivy Tech, Terre Haute. We are under pressure just like all of you are. We now are required for our dual credit courses to meet NACEP requirements. It is a national organization that certifies dual credit enrollment. Part of that is that secondary teachers have to meet our requirements. Teachers need to have master's degrees. Second thing, the state requires through legislation that students taking those courses for dual credits have to meet our entrance requirements and we do the COMPASS test. I help students at River Park High School where they have a dual credit program in electronics. The students have to have had MATH 111 – Intermediate Algebra. They have to pass that course through testing to qualify for that credit. We had two out of sixteen students that passed. I tested nine students in South Vermillion High School in welding program in order to qualify. They had to be ready for our Math 044, which is a remediate class. One student out of nine passed. We are under requirements just like you are. We have had the remediation argument. Secondary would like to have remediation at the middle school level and middle school wants to have remediation at the elementary school level. 65% of the students that come to us have to take a remedial class – at least one; many of them two or three. We want you to do the remediation and when they walk into the eleventh grade be prepared to meet those dual credit prerequisites. It's tough and it is not going to get any easier. It will be tougher.

Glenn Weil – I appreciate your comments, John. I agree wholeheartedly with what he said. I also think there are two ways to look at this. Certainly we need to try to upgrade the scale of the folks. Some of those kids that are probably close to not graduating from high school, if they are doing that poorly on the COMPASS

test, they are probably having trouble with the CORE 40. Also, it reflects to the point that I made earlier, we need better kids in CTE. We need better kids in welding – my instructor tells me that every time I see him – we need better kids in building trades, auto mechanics and every other program we are trying to do. We want to recruit better students. Then also, John, to clarify this, I have heard recently from our association that some CTE areas such as auto mechanics were going to continue to use their Indiana teaching license as enough certification to continue the dual credit agreements we have in place.

John Rutherford – That is true. For the higher level CTE programs, such as electronics, some of those require a higher level. We don't set those standards – someone else does.

Ed Brown – To add to John and Glenn's comments, someone said earlier there is a strategy to develop a statewide dual credit operation so that we have consensus from the state. The other concern is that high school administrators concern that if we don't carry some kind of credit, it will cause them to drop out of college. This is exactly what will happen if the dual credit replaces a higher level of class. We have driven away (in our schools) a lot of kids. I am sure that some students may not be capable of doing the work in college. I think we need to be more selective as to what the kids can get in Perkins. I know it is a great thing for kids.

John Rutherford – I think one of the changes you will see in dual credit in the future, it may already be in place in some cases, they have the rule that students get an A or B in class to get their college credit – that is going away. Whatever grade they get, they get on their transcript. One other comment, you mentioned apprenticeships, I am one of half dozen that spends Perkins money on apprenticeship training. We do pay for apprenticeships.

Dan Ulrich – That is no where in the plan. It is not addressed anywhere in the plan – that is my point. It should be in the plan.

Doug Dillion – This may be a silly question, does the state have control over what funding formula we use for distributing Perkins money?

Chris Guidry – No.

Doug Dillion – I guess the reason I ask is that our population is very stagnant. We have seen our Perkins funding reduced by \$80,000 over the last four years, but yet, in the CTE areas, we are servicing more kids that we ever serviced. We are starting to get a better student, but yet our money is going in the wrong direction because of what is happening in our community. That is why I wondered if we had any control over that general formula. I think even smaller districts would love to have the formula based on enrollment in CTE programs. That would level the playing field.

Glenn Weil – We have this migration of population into suburban areas and again, what we are going to do is to continue to see this and in some ways we are even contributing to this. When companies look at areas to develop or move into, they look at the school corporation. The school corporations we are directing more funding to because of the enrollment, not the quality of the CTE program or the number of students in CTE are able to build better schools and attract better businesses. It is going to continue to flow in that direction.

Doug Dillion – The 10% reserve does not benefit our district. If it had been done the other way, we would have come out ahead. We are not really rural, we are just not growing as a population.

Marilyn Metzler – District 41 – I do have some questions about the details that I hope will be forthcoming in the state plan. I know that this is the 2nd, third, fourth, fifth draft, and there has been some changes since Monday. I don't know if there is anything there that you can highlight that has been changed. I have some questions about some detail on more of how you are going to support certain things like evaluations. You have one line in there about evaluations. How is that going to be done? How are you going to work on some of your ideas on a state-wide articulation? I just want to know – and maybe that is not right here – I would like to know if there will be more details on how the state will support the locals.

Chris Guidry – There will be more information on that coming up. We are working on that as we speak.

Marilyn Metzler – right now you just basically say – yes, we will. Quite facetiously, we asked you that at the Director's meeting if we could say – yes, we will and sign the bottom line. I guess what I see here is just kind of an answer to the language of the Federal request. Turning it around and saying we do have a plan – we do evaluate – we will support and I think if we could some detail from you, it would help us better direct or local plan.

John Rutherford – Your articulation question. I was in a meeting Monday and one of the sessions talked about articulation. I know DOE and Ivy Tech are working on an articulation process. That will take a little time, but may happen in the next two or three years.

Doug Dillion – This is another rookie type of question. In the past we had a Resource Specialist in each of our schools that read tests to our special needs students, but also answered the phone and did basic paperwork. To me, it makes me kind of nervous having a person in that type of position. I don't see where it fits in. If we were doing something like that, should we be eliminating that? I see, like Career Guidance, Community liaison, academic integration, I see a person doing those types of activities as being something that could be funded by Perkins that fits both the state plan and the local plan. I am not sure I see a Resource Assistant that does the activities that I mentioned earlier. Am I reading that correctly?

Chris Guidry – One of those questions was submitted to Meredith and we are working on those answers right now.

Doug Dillion – I don't care either way, I just need to know because if I'm going to displace some people, we can't wait until April and say hey, we are no longer able to fund you in this position. Right now, if we start acting, we can possible transfer them to another position. One other question, has DWD considered Technology Education – to use Perkins funds for Tech Ed. We use this for PLTW, we use for Family and Consumer Sciences for BMIT. Our PLTW teachers are a lot of times Tech Ed teachers. Have we considered why in this state are they outside that umbrella?

Ed Brown – It is an old understanding that has been there for a long period of time. Industrial Arts and now Technology has changed and if it is viewed as exploratory and introductory and personal interest rather than career development. That would be the case held by the state. Family and Consumer Science is considered consumer education preparing students for consumer ed. This was under the umbrella of CTE. Some states

do recognize Technology as under the Federal and State funding formula – not Indiana. They never have. It is supposed to be a more specialized training program.

PERKINS HEARING INFORMATION

THURSDAY, MARCH 6, 2008

AREA 31 CAREER CENTER

Tim Lavery, Director, Central 9 Career Center – What is your definition of Technical Assistance now require? Is that at your level or you're providing that to us?

Chris Guidry – We are providing that to you. Technical Assistance would be assistance in filling out the local application. Like we might receive a lot of requests for data; Chris will provide that to you to help you show what is going on at your school and your programs. Also to help maybe to do things better.

Zach Garner, Student at Ben Davis – I have been in the Career Center about two years now and it is a really cool program. I feel the same way as everyone else in relationship to cutting the funding. Mr. Garner provided a petition to CTE staff to be attached to the Perkins Five Year State Plan.

To Whom It May Concern:

As I understand it, President Bush is cutting Career and Technical Education from the Budget for 2009. Because I am graduating this spring, I will not be affected by this cut; however, I feel that even though I won't be here any more I have to advocate for students who want this kind of education. As a student who attends Area 31 Career Center, I think I speak for all of the other students when I say that it is not right to take away our privilege and opportunity that the Career Center offers us. Skills we learn are given to us by the teachers and staff of the Career Center. This kind of opportunity gives students a step forward in life to do what they truly believe that they can do and want to do in life. I've been in collision repair for two years. I not only enjoy it, but I know I will be able to fulfill my goal as becoming a trained specialist after high school. Thanks to the Career Center staff. Thank you!

Jeanette Cromwell, Central 9 – Going back to the Technical Assessment, is there a plan to have standardized Technical Assessment for the Career Centers to use that will be recognized by the state?

Chris Guidry – Yes.

Jeanette Cromwell – I don't know what that means by Technical Assessment.

Chris Deaton – Part of the Core Indicators of Performance, one of those is Technical Skill Attainment. What they want the state to be doing at this point is using third party assessments for all programs that assess students. We, in Indiana, are not anywhere near there yet. We would like to be moving in that direction in the near future. There is a lot of things going on in the country with other states working with organizations to develop these tests. There is also, at the Federal level, a push for an item bank, a test bank that all the states can use for all the programs. We are involved in the development of this right now. We are not financially

involved yet; we are not quite at that point. We are hoping there will be something in the next couple of years. Right now, we are using a different method to measure skill attainment, but that won't be allowed throughout the entire Perkins. Third party assessments are the best – this is what they want. If we can come up with at least a standardized test, even if it were instructor written. We don't know where we are going yet. We are waiting to see how the National Test Bank goes and how the things go with the other states that we may be able to buy in.

Jeanette Cromwell – We are supposed to be providing all this data for attainment, but we are not sure.

Chris Deaton – Right now the Federal government is allowing this. They are allowing us to measure Technical Skill Attainment by the Grade Point Average in the program. The classes that are in this Program of Study that the student is in, all of those classes if their grades average 2.5 or better, then they meet the definition. We know it is not good, but that right now is all we have that they will allow.

Chris Guidry – There are three levels – currently we are on the last level – the bronze level. The silver level is the tests that we are doing ourselves. The gold level is third party assessments.

Chris Deaton – Right now they allow all three, but they say in the next few years, the bronze level will go away and we will have to use silver or gold.

Barb Beadle – DOE – Just to comment on that, I think there are a lot of states that are already doing that. I know a lot of our areas, like Family and Consumer Sciences; I think their whole organization is putting together some test item banks. So, I know in the Business side, we have Mark Ed Resource Center that already has created something for other states. My hope would be that we could piggyback onto something that has already been done through the other states where they have already created them for that and many of our curriculum areas from one state to the other should be similar assessments. I would be interested in knowing just for the sake of DOE and DWD, if we looked at these, would there be one, or two, or three areas that you feel would be the most important thing if we really started to do these assessments. Are there one or two or three program or cluster areas that you feel we would need to take a look at first because we can't probably get to all of them?

Chris Deaton - Once a month there is a conference call and I think every state is on it now. Each month we have a state present what they have. There is one this afternoon, actually. We are looking at what other states are doing. We are hoping to do just what you said – find something that is already there and just hoping to piggyback on it.

Barb Beadle – If you are really going for true assessments, you don't want it to be a local assessment and it is not really reliable, and it is not measured. I think really this is an area that we could step up to the plate on. Do any of you have any suggestions on a particular area that is important to you?

Rick Burding, Collision Repair Teacher – When you are talking about assessments, are you talking about evaluation – hand skills type of evaluation for these students or are we defining these assessments as both.

Chris Deaton – It could be a combination of both. I think that is what would be best.

Rick Burding – In that particular field of study?

Barb Beadle – I think that is the struggle too because in some of our areas, that is the best fit. Better than a 100 question page on a test. The other issue is that do you have end of course assessment or end of program assessment. I think that is the other thing that we need to look at because for some of us, do you do a two year health careers end of program assessment or are you going to do an assessment for every year or every semester. I think this is something that I'm sure we would appreciate some input from you on what your preference is and where we need to be going as well.

Rick Burding – What is the feeling in the state regarding CTE? What is Governor Daniel's feeling? We hear different rumors – what President Bush is coming out with – what is the feeling from the State and Governor Daniels?

Chris Guidry – The feeling from the state level, from my Commissioner – I'm not sure how the feelings have been in the past, but I know that our Commissioner has a good relationship with the Governor. The Governor has already accepted to speak with me regarding the Five Year Plan. They are involved. They know what is going on and I think they feel good about the future of CTE here in Indiana in growing it and making it better and stronger. That is what I'm getting. I would like some more funding for CTE programs.

Ron Hoke, Director, Area 31 Career Center – We have 33 programs at the Career Center, but we also have 53 programs throughout eleven feeder schools. So we have about 7,488 enrollments this year in our programs. As I read through the draft plan, and I'm referring to the draft plan that was posted on the website – this is what my page numbers reference. First of all, the approval of new CTE programs, is done by the Area Vocational Districts, they are not done currently at the State Level. That is noted on Page 15 of the plan. That is a contradiction to what we are currently doing. The Indiana Commission for Career and Technical Education was created by state law and the Governor appoints his members, but he did not appoint the Commission. I think the verbiage on Page 16 suggests that the Governor appoints the Commission. I know what it means, it means appoints the Commission members. The third item, I think the duties, the powers, and the responsibilities of the Commission are many as is listed in the Indiana Code – the Legislature created the Commission. I think those duties, powers, and responsibilities as well as part of the Commission's long range plan should be made part of the state plan to show Indiana's commitment to Career and Technical Education. There is a lot of powerful stuff listed in that legislation for the establishment of the Commission. Also, you made mention of the MOU (I am not familiar with an MOU) but perhaps an MOU with DOE could be included in the Five Year Plan to demonstrate the Department of Education's commitment to the Career and Technical Education. I wasn't clear on Page 21, it makes reference to Indiana's One Year Transition Plan, but I thought this was the transition year, the 07/08 was the transition year and the plan is really a Five Year Plan. My sixth point is the Tech Prep funding, I feel as a local Director that the Tech Prep funding should be awarded to the locals on a formula basis not a competitive grant. Tech Prep programs should be coordinated with our local five year plans. In order to do this, we have requested as Director's that we coordinate the Tech Prep funding with the local plans and not make it a separate RFP. We would appreciate this on a local level. Most of us don't have grant writers to put on jobs like this and it would be nice if this could all fall in line together, we could do this all at once and pull it all together in one local plan. This is what we are doing for Title I and this is what we are doing for Tech Prep programs. The estimated Secondary and Postsecondary dollar amounts on Page 27 do not match with the number on the budget table. The draft plan describes a competitive grant process for 10% reserve funds and

we as local directors recommend that Indiana not continue the 10% reserve funding process. There were no dollar amounts listed for 10% reserve funds on the budget table.

Chris Guidry – We are not going to do the 10% reserve this year.

Ron Hoke – As I look through the performance indicators, a question I had – Can general study students at the postsecondary level be considered CTE concentrators? They were mentioned in the definition of a concentrator – as an academic and CTE student.

Chris Deaton – No, we don't allow this.

Ron Hoke – I know Chris Deaton has addressed this with us before, the 1S1 and the 1S2 performance indicators don't appear to be appropriate performance indicators for secondary Career and Technical Education programs since it is based on data on tests that are given to students prior to enrollment in our programs. We found that we are not going to be able to claim any improvements that students have made from their sophomore year to their senior year on those tests. I know Chris would probably say that is a Federal thing, that is not us, but we are just letting you know that we do not think they are appropriate and they haven't been listed for postsecondary as indicators. I would like Indiana to argue with the Federal government that they are not appropriate. That won't get you anywhere, but it doesn't hurt to remind them that we don't think they are appropriate – these are tests and test data that are before they come to CTE. The draft plan doesn't address the development of Technical Skills attainment and that is important to us for the requirement of 2S1. I know the local directors are inviting the NOCTI people to our summer retreat and some of us have given NOCTI tests. In the past, the tests weren't up to date and they didn't feel they were valid at the time. We discontinued giving those tests. Attending our National Conference, NOCTI people seem to be back on target with what they are doing and that the new Perkins legislation has brought them back into the mix and I think they are working with a lot of other states to develop Technical Assessments in each of the program areas. I think Indiana should investigate NOCTI more closely and see if we can join with other states. It is not that we just need a Collision repair test for Indiana, we need it for all the states across the country, so if NOCTI is going to be able to help us with that, then let's pool some funds with the NOCTI people and help accomplish this for Indiana as well as other States. The 4S1 indicator says that we are penalized if students don't graduate from high school in four years, but we encourage work based learning experiences which could delay graduation for some students. I know colleges have done this for years. You go to Engineering School, you might work for a semester and then go to school for a semester, so who cares if a student graduates in four years. If they are on track for a good job and a good education, what makes the difference if they do it in a four year time period? We should not be penalized if they go beyond the four year time period, but I know that makes reference to NCLB and how they calculate graduation requirements.

Jim Trocka – Ben Davis – I teach machine tool technology here at Ben Davis. This is my fifth year as a teacher. I have a Masters Degree from Purdue. I have been through an apprenticeship at US Steel in Gary and I enjoy what I do. I just finished my Master's Degree a year ago and one of the things we learned through Career and Technical Education and curriculum – we gear for college, college, college. About half of the kids that graduate from this state won't go to college. About 40% of that half finishes in six years. Number wise, out of 100 kids that graduate high school, 20% are getting degrees. My thing is what are we

doing with the other 80%? We started a machine tools program about three years ago. It's small, but it is growing. About last May, I had two kids come into my office and say "Thanks". I said thanks for what? They said if it wasn't for your program, I probably would have dropped out of high school, probably at the end of my sophomore year, but your program gave me a reason to come to school. Parents call me and say thanks. My program is in correlation with Vincennes University. Kids that are going through my machine tools program are not only getting high school credits, they are getting college credits from Vincennes. Of the five kids that graduated from the program last year, four are in college. Three of those, I can guarantee, would have never thought of college before entering this program. Last Wednesday, I was invited to the Machine Manufacturer's Association in Indiana had a meeting in Mooresville at Overton Industries. Overton Industries is a high end machine company that found their niche servicing foreign auto manufacturers in the state. He is scraping for machinists. Of the people we talked to at the Machinists Association, they can't find any. Before the schools, maybe many of you went to a metal shop. That was enough to wet your whistle as a kid and get you interested in following it after school. They are scraping for young people. They have taken one of my students and given them a \$10,000 scholarship. The student I placed there last year is coming back from college and working there this week during his spring break. We basically put kids out and said they graduated and are going to college, we are a successful high school because we have "x" amount of kids going to high school. One of the things that your Career and Technical Education program does is follow them, so they don't say we're successful, they can tell you what these kids are doing in five years and how your money is spent. It is not how many kids went to college, it is how many kids are successful in life – with employment. I feel strongly, and I am upset with our President for even attempting to cut the Perkins funding. You are changing people's lives. I can guarantee if you do away with the Career Centers and you will see your drop out rates shoot through the ceiling. These are the hands-on kids. These are the kids that study and have multiple intelligences. We are testing basically for language, math and science skills. These are the kids that are the hands-on; kids that will learn by doing. These are also the kids that are going to charge you \$75 an hour to work on your car. Before, it used to be – that kid is a motor head when I went to high school. You can call Steve Overton – he might be someone you wish to call – let them go through his plant down in Mooresville. He will be glad to show you. Basically, they are looking for technical knowledge. It is not the jobs that it used to be 20 or 30 years ago, these kids are basically learning industry standards – the computerized things. The things that you and I look at and say – how does that do that? This is what industry is demanding. This is not what Area 31 is demanding, it is company's approaching me saying who do you have? They are expensive classes to run because of the machinery and everything, but you are basically making kids successful for life. I thought that was a good question – what does our Governor within the Bush administration, how does he feel about Career and Technical Education. Look at people in the state say – wow, this should be something that they go to college for. For you sitting at the table, who knew coming out of high school what you wanted to do with your life? One of my students is from Brownsburg; his teacher asked him what are you going to do after high school? He said he was the only student in his class that said, I'm going to be a machinist. He said no one else knew what they were going to do out of high school. These Career Centers are basically steering kids that may be falling through the cracks; that may not fit into the high school Math and Science classes. Kids come back to me at the end of the year and say thanks, I got an A in my Math class for the first time. Why. Cause I didn't have anything to do with it. He said no, you talked about it in the classroom, you went out in the shop and used it and it makes sense now. How often have many of you taken trigonometry and different things and say where am I going

to use this? Basically, we use it in the shop everyday. To sit down and say these kids are marginal, they are not. We are directing them and getting them into college. Mr. Hoke can tell you how many of our programs are aligned with some sort of college or university. It is giving the kids a choice; it's giving them a direction. The parents are coming back to us and saying thanks because we didn't know what to do with them after sophomore year. Finally they are doing something they really enjoy, something they are good at, something that maybe for the first time in their life, they are getting recognized for. It's something that a lot of times just came natural to them, but they don't teach it in the Math or Science or Physics class.

Brad Street, Director, Southeastern Career Center – My question pertains to the Academic Integration. High Schools That Work initiative from Southern Regional Education Board – we are a High Schools That Work site. We want to use this. We use all the principles; we send our teachers and administrators out from the twelve schools that feed into the Career Center. Is this going to meet the criteria for this grant?

Chris Guidry – That is a question that I will have to answer over the internet.

Brad Street – Just out of curiosity, have you been to a High Schools That Work conference?

Chris Guidry – No, I have not.

Brad Street – I would highly encourage you to attend. The summer conference is the best avenue to see how we truly use integration with the technical curriculum. I have another part to this question pertaining to our data collection. Chris Deaton and I have discussed this several times. We live in a tri-state area; for example, our welding program is highly connected with the Iron Workers. We had seventeen young men and women go into the Iron Workers apprenticeship program last year, but it is in Cincinnati, so it didn't show up on our Core Indicators. How long are we going to be able to collect the data from students out side of our state to come back and say we fell short of our Core Indicators and I can come back with students attending Cincinnati State, Northern Kentucky schools that are across the state line by twenty miles or thirty minutes and use that data to counteract the negative aspects of my Core Indicators.

Chris Deaton – We have the ability to do a local follow-up.

Brad Street – We don't find out about those students until sometimes in November of the following year. A lot of the times they are coming back and telling us that they passed this level of their apprenticeship program and I picked up college credits through Cincinnati State or whoever their connected with for my Associates Degree. We hear about this because they are proud of what they have accomplished. We collect the names of those students; we keep a log of where they are at, what they are doing, etc. I want to use that. How long do we get – do we get a year? It may take a year to get all that data to come back and then would that prevent the sanctions? You are going to have that issue with anyone now on the southern borders. We would have met our Core Indicators this year if I could have used that data, but we found out too late.

Chris Deaton – First of all, the sanctions; just because you don't meet your indicators three years in a row, we don't have to sanction you. We can sanction you. We don't want to sanction anyone. We would be looking for a reason to not sanction you. One thing that I have been looking at, and I have talked to some people in other states is about sharing unemployment insurance type data. If we have students working in Kentucky or working in Illinois, we would get their data. We are not there yet, but we are working on it.

Other states are doing this and I don't see why we can't do this. It may take us a year or two to get there. I have talked with people from other states and I am working on this.

Brad Street – We want to meet our core indicator, but we want to play on a fair field. Along with this, we look at students that start in the fall of their junior year and then in the spring of their junior year, their parents move over to Kentucky. Well, now they are attending the Career Center in Kentucky, but they affect our data. That doesn't mean they are not still in Career and Tech Ed, but now they've moved to Ohio and Cincinnati. If they come in and tell us they are moving, how can we be held accountable for those students? I'm not talking about the kids that drop out of school, but if their father takes a job in Dayton and now he's moved the family out of our district.

Chris Deaton – Are you talking about students that have been marked as a concentrator already and now he moves?

Brad Street – Well, there's a roll and roll initiative in the fall of their junior year. We are looking at that completion indicator.

Chris Deaton – Until you mark the student as a concentrator, they would never show up. After a student gets marked as a concentrator, if they complete the junior year of their program, now they have six credits and they're a concentrator and that student moves, I don't have a problem with you letting me know that they moved and we will change it even though they are no longer a concentrator.

Brad Street – Will six credits count as completion?

Chris Deaton – Only if that is all the credits there are in that program. If it is a one-year program, then yes.

Brad Street – That is the problem we are running into. I understand what you are saying.

Chris Deaton – We don't have an indicator for completion of program.

Brad Street – That will affect their skill attainment because they won't take the end of the course testing assessment that you want.

Chris Deaton – But if they are not a completer, we don't count them starting in 08/09. They have to be a completer or they don't count. I think we have addressed that problem.

Rick Burding – Is there a team of people that physically goes to the Career Centers or has ever gone to the Career Centers and looked at each class to see what is going on first hand; what is happening at all of these schools?

Chris Deaton – I've been to every Career Center in the state. I've been to a lot of schools. In my area, we do data audits and we go to at least ten per year. We are also doing evaluations of the schools.

Rick Burding – I guess my question is that if you go to the schools, who do you talk to; just strictly the administrator or do you actually go in the classroom to see what is happening?

Keith Chandler – I got charged with this last year. We just started secondary a couple of years ago. We actually contact the Director and we actually go into each class, then at the end of the evaluation, we send

what we thought the best practices back to the school, some things that should be improved on. The problem is that we are so short staffed, so by the time we get to every school, we don't get to them for four years. We may not have been here, but I know a couple of you in the audience, I was at your school last spring.

Chris Deaton – We would love to go to more, but we are so small.

Keith Chandler – We just started the process with postsecondary; we haven't done those at all. I think we get to eight in the spring and eight in the fall.

Rick Burding – I guess my concern is with so many students, with their future depending on this, I really question whether CTE is going to be around. Sometimes data doesn't tell the story.

Keith Chandler – Yes, and that is only part of the evaluation. I would be happy to e-mail you the evaluation sheet. Data is only one part, but we look at the overall programs. If you would like a copy of this or if you want to be an evaluation site coming up, I haven't picked the sites.

Chris Guidry – We will also be attaching that to the State Plan. The site evaluation document. Unfortunately, I have been wanting to get out more Area Career Centers and I have not been able to do that as much as I would like to. I have been to Ben Davis several times. Either in April or May, I plan to get out to more of the schools to see what people are doing. Hopefully, I can visit all 47 by the end of 2008. That is my goal.

Phil Metcalf, Wawasee – When you look at the Core Indicators, at the goals we were able to negotiate, the last one I got had a new column in where it was recalculated. The recalculated number was different than the one earlier. Can I re-negotiate this?

Chris Deaton – You are talking about the preliminary numbers and then we sent out the final numbers.

Phil Metcalf – Right, and it is different now and a lot lower than it was then. Is there still time?

Chris Deaton – Yes, anytime we can always look at those.

PERKINS HEARING INFORMATION

MONDAY, MARCH 10, 2008

PORTER COUNTY CAREER CENTER

Steve Barkdull, Area Vocational District #8 – Really, a question as much as a comment, you were talking about moving toward a third party assessment in our programs and I think you will get a lot of support for that. My question is; is there an initiative going on at the state to expand that list of approved certifications that we can be targeting our students toward? There are many that are out there across the board, but some subject areas are less available or lighter than others and expanding that state approved list would certainly give us some avenues to explore to help achieve things for students in all of our programs. Is there an initiative that is working on this?

Chris Guidry – Right now we are still in our infancy basis for this. What we plan on doing is; we plan on sitting down with DOE and getting some directors from different areas and looking at which programs we can do this on. The best bang for our buck to begin with and work toward that. If that is one thing we need to look at, then we will look at that. We are going to be including everyone in on this. We are not going to be pushing things down anyone's throat.

Steve Barkdull – I never anticipated that. Actually we are looking for more instead of less and I think the state has been in that mode, too. If we are going to start pushing toward that as a criteria or requirement for our programs, then there are some areas that we will have to help create pathways. I'm assuming there will be a state approved list that we won't be able to develop that locally.

Peggy Wild, DOE – We have a list that is tied to the Technical Honors Diploma.

Steve Barkdull – I'm assuming those would correlate.

Peggy Wild – Exactly. We have a mechanism in place now where we meet a minimum of once every six months to add to that list. We just had the meeting last week to add. We had input from many Area Vocational Districts that had recommended certificates or credentialing of one sort or another that were available to their students and they asked us to look at and we acted on each of those. That list will continue to expand.

Jerome Hurt , Area Vocational District 3 – My question is in the same line. What would the qualifications and criteria for those certifications and how can we have input into that?

Peggy Wild – The achieved criteria is the industry recognized. If there is a credential that we are not aware of that is widely recognized in an industry, we need that industry or association professional organization, trade association for that industry to help us understand that. That is the chief criteria. There are a range of credentials there from very easy for students or districts or Career Centers to pay for to ones that are very expensive. We have had a lot of discussion on whether that is a criteria and we decided that no, it is not. It costs what it costs to get an industry credential. It is not our business to make judgments about that. Primarily, the certification is industry recognized. The landscapers Association, for example, have the credential that is in place and is widely recognized. It is a key tool to kids when they graduate and they go to get a job in landscaping. If they have that credential, they're extremely marketable compared to a student that does not have that credential. That was one that was readily added. They provided documentation to us that showed how that credential was used in employment screening and selection.

Steve Barkdull – If I may continue this topic for just a second. You mentioned the cost. That is certainly important to all of us. Is your body, your committee looking at anything the state can do to help. If we look at the Technical Honors Diploma, like the requirements of passing AP exams and the state will pay for that. When you get to the Technical Honors Diploma, and one of the requirements is industry certification, the state won't pay for that. I am trying to understand what the difference is and wondering if there is any discussion going on to make that playing field a little more level.

Peggy Wild – I know one of the things they talked about was the fact that DWD pays for WorkKeys.

Steve Barkdull – And that is one of the requirements.

Peggy Wild – And that is seen as comp to the AP test. At this point, one of the things that we are working on very hard is to identify certifications that an industry will recognize, but are cheaper. Oklahoma Department of Education, for example, has done a lot of work with developing end of course or end of program assessments that carry certifications with them if the student passes the test. Those are very inexpensive. Those are rolling into place for Health Occupations. We have nine industry certifications that are coming on board in the next 18 months for Family and Consumer Sciences; interior design, nutrition, culinary, and early childhood that are in the \$25 range as opposed to the \$395 range. Whenever we can find that kind of opportunity for credentialing that has meaning to the industry, those things will be considered and likely added to the list.

Steve Barkdull – To continue, you mentioned what Oklahoma is doing. Is the situation given that it is high school public education that the state agencies can negotiate with those industry bodies on that testing cost for high school students?

Peggy Wild – That is something we can certainly consider.

Steve Barkdull – That might be an avenue; especially if we are going to end of course assessments because that will really unify and make everything consistent with the state.

Audra Peterson, Hammond Area Career Center - That was going to be my question. I just took a look at Oklahoma CIMC products this past week and they seem to be headed in the right direction. However, I'm not sure in my looking at that whether or not it is being industry driven or its being educationally driven. There is a difference. If that is going to be accepted, then that is great. If it is not meeting industry standards, there is a considerable cost difference.

Peggy Wild - We have had several conversations with Kim Green, National Director's Association and with the folks at OVAE who are looking at this particular item. The key is that it is industry recognized. The language in the law and the intent that the National Director's Association and OVAE folks are telling us is that it is industry recognized. It doesn't say that it has to be industry driven. When we have evidence that the industry recognizes that credential and that it has meaning in the marketplace, then we consider it.

Audra Peterson – I have a situation, for example, welding; every one of my kids that graduated last year is working, making \$20+ an hour. I will also tell you that while AWS certification; each of their certification exams is about \$100 - \$150 a pop and there is one for tig, one for mig, etc. You have one separate one. When the shops get these kids, they don't want just one particular area, they want them to have a broad knowledge. We don't want the kids to specialize in a particular area. In two years, they can obviously cover all of those areas. There feeling is, coming from northwest Indiana industry, if they are certified in that area; that limits them in that area. They don't want that.

Tammy Stump – Companies like knowledge in all three areas. A lot of companies are doing what they call house certifications, but if that welder goes to another company, that in-house certification may not be recognized. What we are trying to do, and I represent the local Workforce Board, we are trying to help out. We have Strategic Skills Initiative and one of our areas is welding. We are trying to help cover some of the costs of certifications.

Audra Peterson – For this year, that is great because I can get them certified, but beyond that, my kids are 90% low income, free and reduced lunch. There is no way we can come up with the money.

Peggy Wild – Perkins funds can be used for implementing certification.

Steve Barkdull – But is implementing paying for the test?

Peggy Wild – That is the discussion that we had. As far as I know, the answer was yes.

Audra Peterson – That would wipe out my entire Perkins funds.

Peggy Wild – I didn't say you had to use all of your money for that.

Audra Peterson – Here again, if I cover 50% for each of my students and say hey, I'm going to get every kid in this building outstationed for 50% of the testing, that is going to be pretty darn close to half of my Perkins budget. We were told if we did not offer it to every student, we could not offer it at all. It has to be an offer across the board.

Peggy Wild – We will keep hunting for those certifications that are meaningful and yet within the realm of affordable. Any information that can come to us from the Director's or teachers or program leaders will be most welcome.

Steve Barkdull – We might want to take into account what was just said about AWS certification. We have the same problem. When you say industry acceptable, in our area of the state, our Career Center evaluation of the student which is against those standards, but across the board is acceptable to our local employers. The difficulty is that it does not necessarily spread across the state. If the state could assume the responsibility of approving an assessment like that; that marries everything that AWS is doing into an end of course assessment that has no charge for our students to AWS but is valid statewide based on the stamp of DWD or someone like that; that might be an avenue to explore to also certify our students and reduce costs because we will be doing it in-house statewide.

Peggy Wild – I think that has merit for us to consider. I would invite you to send Patty and Chris a message to that effect and ask them to consider that at the next incremental meeting. That would certainly solve a lot of the stress and pressure for that kind of certification.

Audra Peterson – What is interesting is that a lot of the stuff is driven by local industry. We went to Certificates of Technical Achievement; we went away from Certificates of Technical Achievement and I as only a five year administrator distinctly remember were created. There was a lot of work that went into this. We went to our local business and industry board and said here and then they were the ones that were supposed to be doing the evaluation and signing off and endorsing the evaluations and now we said no, out the window. That did not cost us any money. Now we are going away from something that did not cost us a whole lot of money and now back into something that is going to cost us immensely.

Chris Guidry – It did cost us some money.

Peggy Wild – And therefore, it did cost you some money because that was State Leadership money.

Audra Peterson – I guess I could afford to pick up the cost of the binders.

Chris Guidry – That was before my time. I'm not exactly sure what happened. I think it is funny how we got rid of those and now we're going back to something like that.

Audra Peterson – Yes, we're desperately seeking something like that. I can honestly tell you, my staff, give me two years because all of my old staff will be out because if I have to go back and tell them that they have to do those again, they are just hang me from the ceiling.

March 6, 2008

To Whom It May Concern:

As I understand it, President Bush intends to cut vocational career centers' budget for 2009. Because I am graduating this spring, I will not be affected by these cuts. However, I feel that even though I won't be here anymore, I have to advocate for future students who want this kind of education.

As a student who attends the Area 31 Career Center, I think I speak for all of the other students when I say that it is not right to take away our privilege and opportunity that the Career Center offers us. The skills we learn there give us a step forward toward being prepared for future career opportunities. I have been in the Collision Repair Shop for two years. I not only enjoy it now, but I know I will be able to fulfill my goal of becoming a frame specialist after high school thanks to the Career Center and its staff.

If, after hearing my comments, you agree with me, then please sign below. Thanks.

Sincerely,

Zach Garner

Zach Garner

Art Van

Sasha Christy

K.K.

D. M.

Michael

Andrew

Nick Sanders

Daniel Long

Lance Shaw

Donald

Julian

Nathan Reyes

Jim Ahlemeyer

John

Byron

Michael

Mark

Russell

Nicholas Ellis-Singleton

Jason

Ed

Jeff Alltop

Jeff

Mike

Sarah Whipkey

Kelly

W. King

John

Madeline

Smith

Brittany

Krista

~~Wasey Thompson~~
~~Richard [unclear]~~
~~WHLF~~

CHARLES O'DONNELL JR

Esteban Cervantes
~~SDI City~~

~~Travis Seane~~

Bakari Smith

Miguel Cervantes

~~Ryan [unclear]~~

~~[unclear]~~

~~[unclear]~~

Bryan Kutt

Jason Williams

~~[unclear]~~

Elizabeth Reyes

~~Talitha Thompson~~

Carolina Rodas

Jaquira Adams

~~Brian Gordon~~

~~JK 566~~

Snella Osborne

Marcus Henry

~~Dany [unclear]~~

~~Jordan Bawls~~

~~Michael Brown~~

~~Dustin [unclear]~~

Cristian Garcia

~~[unclear]~~

~~John [unclear]~~

Robert Warren

Kevin Collins

Astin Kilner

~~Stacy [unclear]~~

~~[unclear]~~

~~[unclear]~~

~~[unclear]~~

Matthew Markint

Pysa [unclear]

Jaime [unclear]

~~[unclear]~~

Ryan Walker

Shawn Bell

~~Antimo Thacker~~

~~Vorez Woodruff~~

~~And [unclear]~~

~~S. Riddick~~

M. Martner

~~Tatle [unclear]~~

Chris Ferrell

~~Matthew [unclear]~~

~~Devon Harris~~

~~Kevin [unclear]~~

~~Anthony [unclear]~~

~~Chaka [unclear]~~

~~Robert [unclear]~~

~~Rayan [unclear]~~

Kyle Klinders

Wesley [unclear]

~~Sub [unclear]~~

~~Tosh [unclear]~~

~~[unclear]~~

~~[unclear]~~

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Lin An

Bill Henry

Michael Reed

For Kent #43

Myaig/Megynne

Nana Hall

Brandie Cap

Crystle Hall

Carmen Kline

LaQuita Fennore

Mark Fennore

Jack Wynn

Bretton McShoddy

Karen Tharvan

Erica Brown

Kira Belabieing

Amarda Dugan

JACE PIPER

Samantha Neal

Ashleigh Jamison

Rory Juro

Michael Todd

Devin Coech

John Sparks

Logan Woollen

Edgar Torres, Jr

BRAD SHUMAKER

Danny Monaghan

Maria G. Martin

Mark Wynn

Cheryl L. L.

Sera Suarez

Dan

John

John

Lindsay Polston

Melissa Juro

Deeana Pome

Debra Cress

John Juro

Joshua Johnson

Pierre Cressy

Merin Texner

Landon Canady

Chris Gordon

Lynell Wheeler

Don Hope

Chris Smith

Cassidy

Rachel Scott

Sharon Miles

Ashlie Baine

Tika Blair

Nicole Lippard

Carey Carrington

Kathy Asbury

Jermaine Davis

Laticia Zavalta

Levi Adams

Maureen Hoyt

Laura Margatto

Janette Chaw

Angela J. Juro

John Juro

Bradley Street

Frank Juro

Mundie Thompson
William E. Korn

Riepl L. Matney
Gay A. Vugan
Keith Chandler
Ch. D. L.
Chance Ory
Melise Wafford

APPENDIX B

INDIANA

HIGH SCHOOL

GRADUATION REQUIREMENTS

INDIANA CORE40

Course and Credit Requirements	
English/Language Arts	8 credits Including a balance literature, composition and speech.
Mathematics	6 credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math series I, II, and III for 6 credits.</i> All students are required to take a math or physics course during their junior or senior year.
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (Career Academic Sequence Recommended)
40 Total State Credits Required	

CORE40 with Academic Honors

(minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - Complete AP courses (4 credits) and corresponding AP exams
 - Complete IB (Higher Level) courses (4 credits) and corresponding IB exams
 - Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - Score a 26 or higher composite on the ACT
 - Complete dual high school/college courses from the Core Transfer Library (6 transferable college credits)
 - Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

CORE40 with Technical Honors

(minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete two of the following, one must be A or B:
 - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
 - B. Complete dual high school/college credit courses in a technical area (6 college credits)
 - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
 - D. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
 - E. Earn a state-approved, industry-recognized certification

APPENDIX C

SECONDARY AND POSTSECONDARY

LOCAL PLAN APPLICATIONS

Area Career District

Name

Number

5 Year Secondary Local Plan Application

For

CAREER AND TECHNICAL EDUCATION

**As provided in Carl D. Perkins Career & Technical Education Act of 2006
(Public Law 109-270)**

Instructions for Local 5 Year Secondary Perkins Application

Please follow the instructions below and use the attached forms for applying for Perkins funding. All forms must be accurately completed and submitted prior to review and approval.

Preparation

Read the Carl D. Perkins Career and Technical Education Improvement Act of 2006 which can be found at http://www.rules.house.gov/109_2nd/text/s250/s250_conf_rept.pdf. Appendix 1 of this document provides a list of the required and permissive uses of Perkins funds for reference. Additionally, review the Dashboard for your district containing performance measures for 2006-2007. Special consideration should be made to address how Perkins funds will be used to improve performance levels in any area that your district has failed to meet minimum levels for the 2006-2007 school year.

Document Content and Format

1. **Transmittal Form/Cover Sheet (page 3).** This form must be completed, signed, and submitted as the cover sheet for the application.
2. **Narrative (page 4).** Please provide a narrative addressing the 4 questions to include a plan, objective, and outcome/measures as they relate to a 5 year plan for your program.
3. **Content Requirements (pages 5-17).** Please answer the questions as thoroughly as possible. Note: Some of the questions may simply require a check mark or data and others a narrative.
4. **Local levels of Performance (pages 18-21).** For each indicator on pages 20-21, provide a narrative on your plan to reach performance levels.
5. **Budget Activities (pages 22-25).** Please use attached Excel document to complete all budget activities. Fill out an activity sheet for each individual activity and provide a narrative of the activity description, the outcome and how it will be evaluated. The summary budget will automatically be completed as each activity sheet is completed.
6. **Assurances, Complaint Procedures, EDGAR Certificates, Lobbying, Debarment, Suspension, Drug-Free Workplace, and Disclosure of Lobbying Forms & Partners, Voluntary Exclusions and Lower Tier Covered Transactions (see pages 26 to?).** All Forms must be signed /dated and submitted as part of the application.

All documentation must be received by the Career & Technical Education Section of the Indiana Department of Workforce Development no later than **5:00 p.m. on Friday, April 25th, 2008.** Completed applications should be submitted electronically (preferred method) or via facsimile, mail or in person to the following:

Melissa Wafford
Indiana Department of Workforce Development
mwafford@dwd.in.gov
10 N. Senate Ave.
Indianapolis, IN 46204
Fax: 317-232-8480

TRANSMITTAL COVER LETTER

This documentation submitted in accordance with this application covers the time period for Program Years 2008-2013 and Fiscal Year 2009 (July 1, 2008 to June 30, 2009,). During the above time period, the eligible recipient will act in accordance with the submitted Local Application, including the assurances and certifications. The recipient shall abide by all state and federal regulations. The Local Application is effective when signed and dated by the recipient and approved by the Indiana Commission for Career and Technical Education. It may be modified by mutual agreement. The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Application in accordance with all the terms and conditions of this application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Application and attachments are current, accurate, and complete.

Name of Eligible Recipient: _____

Workforce Partnership Region #: _____ **ER #:** _____ **Federal ID #:** _____

Mailing Address: _____

Contact Person: _____ **Title:** _____

Telephone: _____ **Fax:** _____

E-mail Address: _____ **Area Career District:** _____

Name of Area Career Director: _____

Signature of Area Career Director: _____

Name of Chief Administrator: _____ **Title:** _____

Signature of Chief Administrator: _____

Date: _____

Part 1 - Narrative

Please provide a narrative which describes your local 5 year plan in regard to the following areas:

1. Using data as it relates to the core indicators of performance in your area as well as regional occupational information to improve existing and implement new program offerings.
2. Improving services to special populations
3. Implementing and improving Programs of Study
4. Improving academic integration

The narrative section for each goal must address the following:

- a. **Goal** – A specific statement of outcome that you will achieve or work toward achieving throughout the duration of Perkins IV.
- b. **Plan** – A narrative statement of general action and direction for goal achievement throughout the duration of Perkins IV.
- c. **Outcomes and Measures** – Measures must use numbers and percentages, and should be compared to data, including disaggregated data, contained in your Area CTE District Dashboard report provided by Indiana Department of Workforce Development.

Part II – Content Requirements

Section 134 (b)(1) - How will CTE programs be carried out with funds received under this title?

List all courses that are offered and that are supported with Perkins dollars in the grid below

Course Title	Number of Students Enrolled in 07-08	Accreditations/Certifications	Transcribed and/or Dual Credit Agreements Institutions Number of students receiving (06-07)
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Section 134 (b)(3)(A) - Programs of Study

State CTE Programs of Study will be adopted by locals to be offered as an option to students when planning for and completing future coursework. The implementation of one Program of Study shall be complete by the end of the 2008-2009 school year. Transition of existing programs to Programs of Study should continue through the end of the 2012-2013 school year resulting in at least 85% of all programs being State recognized Programs of Study.

Local Programs of Study should be within those career pathways recognized by the Indiana Department of Education and Indiana Department of Workforce Development as State recognized Programs of Study as published at <http://www.doe.state.in.us/octe/facs/CrrClstrGrid.html#16CCs> or www.careerclusters.org.

Definition

Programs of Study:

- a. incorporate secondary education and post-secondary education elements;
- b. include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align with secondary and post-secondary education to adequately prepare students to succeed in post-secondary education;
- c. may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or acquire post-secondary credit in other ways;
- d. lead to an industry-recognized credential or certificate at the post-secondary level or an associate or baccalaureate degree.

Describe the Program of Study to be fully implemented in your area by the end of the 2008-2009 school year by answering the following questions. If there are missing components, please describe plans to develop and implement those by the end of the 08-09 school year.

Program of Study Name _____

A. What are the secondary components of the POS?

B. What are the post-secondary components of the POS?

C. Describe the process used to align secondary and post-secondary academic and CTE standards.

D. Provide specifics on opportunities for students to obtain dual credits for both CTE and academic courses.

E. What is the post-secondary goal of the POS (industry recognized credential, post-secondary certificate, associates degree or baccalaureate degree)?

F. What occupation/occupations is the focus of the POS?

Section 134 (b)(3)(B) - How will you improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the core academic subjects and CTE subjects? Check all that apply.

1. Academic and CTE collaborative lessons
2. Math and language based projects within the CTE program context
3. Focus on language skills in all student projects, presentations, reports, etc.
4. Focus on applied math as related to volumes, calculations, estimates, profit margins, etc.
5. Relevancy training – demonstration of need for math and language skills across professions
6. Implement programs of study which include academic courses and integrated academic/CTE courses
7. Other – describe below

Section 134 (b)(3)(C) - All Aspects of an Industry

The term all aspects of an industry means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter

How will you provide students with strong experience in, and understanding of, all aspects of an industry?
Check all that apply.

1. Dissemination of career information including needed skills/aptitudes, licensing requirements, work conditions, state wage and employment outlook, etc.
2. Cooperative and/or experiential learning opportunities
3. Business/industry field trips
4. Employer guest speakers and/or demonstrations
5. Job shadows, mentoring opportunities and/or internships
6. Workstation and/or clinical simulations
7. School-based enterprises
8. Participation in career and technical student organizations
9. Other – describe below

Section 134 (b)(3)(D) - How will you ensure that CTE students are taught to the same standard as are other students?
Check all that apply.

1. Standards curriculum alignment materials
2. Collaboration with academic teachers
3. Use of industry approved curriculum which leads to certification
4. Other – describe below

Section 134 (b)(3)(E) - How will you encourage CTE students to enroll in rigorous and challenging core academic courses? Check all that apply.

1. Development and implementation of programs of study
2. Provision of high quality advisement and career guidance which includes setting post-secondary education and career goals and specific student learning plans
3. Involvement of parents, teachers and the community in helping students see the relevance of and purpose in school studies
4. Connection of middle school, high school and postsecondary efforts to help students make smooth transitions
5. Other – describe below

Section 134 (b)(4) - Professional Development

Describe how comprehensive professional development for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

Professional development should provide teachers, faculty, administrators, and career guidance and academic counselors with the following:

(A) In-service and preservice training on:

- (i) Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
- (ii) Effective teaching skills based on research that includes promising practices such as Project Based Learning; Differentiated Learning, etc;
- (iii) Effective practices to improve parental and community involvement; and
- (iv) Effective use of scientifically based research and data to improve instruction;

(B) Support to ensure that such teachers and personnel stay current with all aspects of an industry;

(C) Internship programs for such teachers that provide relevant business experience; and

(D) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction.

The professional development programs should be high quality, sustained, intensive, and classroom-focused. They should not be 1-day or short-term workshops or conferences. This requirement could be satisfied with a series of related, shorter activities or with inclusion of follow up activities such as curriculum development or implementation workgroups.

Personnel	Academic Integration	Effective, Research-based Teaching Skills	Improving Parental & Community Involvement	Research & Data-based Improvement	Staying Current w/ All Aspects of Industry	Teacher Internship Programs	Technology Training	Curriculum Developmen t
CTE Teachers								
Academic Teachers								
Guidance Counselors								
Administrators								

Section 134 (b)(5) - Continuous Stakeholder Participation

Describe how local programs will involve parents, students, teachers, faculty, administrators, counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation and evaluation of CTE programs and how these groups will effectively be informed about and assisted in the understanding of the requirements of Perkins including CTE programs of study. Check all that apply.

Group	Development	Implementation	Evaluation	Method of Involvement
Parents				
Students				
Teachers				
Faculty				
Administrators				
Counselors				
Business and Industry Reps.				
Labor Organizations				
Special Pops Reps.				
Others (specify)				

Section 134 (b)(5) - How will you provide a CTE program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs?

Program size refers to the level of services and experiences necessary for program completion by all students who participate. Check all that apply.

1. Course curriculums align with State standards and contain objectives, learning activities and definitions of skill attainment and competencies
2. Each program offers sufficient resources (e.g., technology, career pathway knowledge and skills,) which enable students to meet the readiness standards required for their next steps
3. Sufficient supplies and materials are available for each program
4. Student participation is commensurate to the resources allocated for the operation of each program
5. Classrooms, laboratories and equipment are sufficient and appropriate so as to facilitate student attainment of all aspects of industry
6. Other – describe below

Program scope indicates that the program offers students multiple opportunities to meet academic and technical competencies. Check all that apply.

1. Programs include industry recognized skills standards
2. Programs offer coordinated, non-duplicative progression of courses
3. Programs include integration of academic and technical content
4. Connections to post-secondary education
5. Programs include opportunities for students to participate in work-based learning experiences
6. Other – describe below

Program quality refers to the administration, operation, delivery, and evaluation of CTE programs by district wide and program advisory committees. Check all that apply.

1. Area district and program advisory committees include representatives from business and industry
2. Area district advisory committees meet twice annually
3. Program advisory committees meet twice annually
4. Program curriculum, content, activities and performance data are reviewed annually to assure compliance with industry standards and encompassment of all aspects of industry making recommendations for design improvements as needed
5. Area district advisory committees review current regional labor market data to determine the need for new programs
6. Other – describe below

Section 134 (b)(7) - How will you evaluate and continuously improve the performance of CTE programs? Check all that apply.

1. Existing advisory committee review and recommendations for improvements followed by plan to implement changes designed to upgrade current and implement new programs
2. Local/Regional employer surveys
3. Student surveys
4. Staff/Teacher surveys
5. Administrator evaluations
6. Third party evaluations
7. Other – describe below

Section 134 (b)(8)(A) - Special Populations

Perkins IV defines the term “special populations” as:

- (A) Individuals with disabilities;
- (B) Individuals from economically disadvantaged families, including foster children;
- (C) Individuals preparing for non-traditional fields;
- (D) Single parents, including single pregnant women;
- (E) Displaced homemakers; and
- (F) Individuals with limited English proficiency.

How will you review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success for special populations? Check all that apply.

1. Provide CTE representative to attend case conferences
2. Provide assessments to monitor student progress
3. Provide specially selected work-based learning experiences for students
4. Provide innovative teaching strategies to teach students
5. Provide support groups and/or mentors that support students
6. Collaborate with parents, employers, agencies, Exceptional Learners staff, etc. in planning and reviewing programs and services for special populations
7. Other – describe below

Section 134 (b)(8)(B) - How will you provide programs that are designed to enable the special populations to meet the local adjusted levels of performance? Check all that apply.

1. Provide curriculum/test modification
2. Provide instructional aids and devices
3. Provide aides and tutors
4. Provide classroom/equipment modification
5. Involve CTE teachers in IEP/transition plan development
6. Provide support materials and/or supplemental instruction
7. Other – describe below

Section 134 (b)(8)(C) - How will you provide activities to prepare special populations including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency? Check all that apply.

1. Provide specific information to special populations prior to enrollment in CTE courses about career planning that includes job descriptions, work settings, wages, employment outlook and preparation
2. Provide specially selected work-based learning experiences for students
3. Provide instruction in resume preparation and opportunities to participate in mock interviews
4. Provide assistance in arranging job interviews
5. Other – describe below

Section 134 (b)(9) – How will individuals who are members of special populations not be discriminated against on the basis of their status as members of the special populations? Check all that apply.

1. Develop/implement policies and procedures that ensure special populations are provided instruction that meet their needs
2. Monitor the extent to which students who are members of special populations enroll in CTE programs, and the extent to which they achieve program outcomes that are comparable to their peers
3. Provide faculty, staff, and students with information, activities and training designed to create greater awareness of non-discriminatory policies and practices
4. Participate in the recruitment of students who are members of special populations
5. Other – describe below

Section 134 (b)(10) - Non-traditional Fields

Perkins IV defines non-traditional fields as occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

How will you promote preparation for non-traditional fields? Check all that apply.

1. Provide specific information to students prior to enrollment in CTE courses about non-traditional fields that includes job descriptions, work settings, wages, employment outlook and post-secondary education requirements
2. Provide students with work experiences in non-traditional fields
3. Provide students with non-traditional experiences through career and technical student organizations
4. Provide promotional and recruitment materials that demonstrate non-traditional participation in CTE programs or careers
5. Provide curriculum with gender neutral applications
6. Other – describe below

Section 134 (b)(11) – How will you provide career guidance and academic counseling to career and technical education students including linkages to future education and training opportunities? Check all that apply.

1. Provide information to students about careers including job descriptions, work settings, wages, employment outlook and post-secondary education requirements
2. Provide assistance to students through assessments, interviews, guidance and career planning activities, and/or seminars which lead to a career plan or portfolio upon graduation
3. Provide colleges, career schools, military, apprenticeship programs, etc. opportunities to present information about and/or tours of their programs/institutions to students
4. Provide opportunities for business, industry and labor representatives to present information to students about a variety of careers
5. Provide communication and coordination with post-secondary institutions to provide scholarship information and opportunities to students
6. Collaborate and communicate with sending school counselors and administrators in order to maximize career and academic counseling efforts for students
7. Provide opportunities for parents to be informed and engaged in students' career selections
8. Provide access to computer/internet based programs for career and college exploration
9. Other – describe below

Section 134 (b)(12)(A) and (B) - How will you improve recruitment and retention of CTE teachers, faculty and counselors including individuals in groups underrepresented in the teaching profession and improve transition to teaching from business and industry? Check all that apply.

1. Use of such methods as online job listing services, college recruitment, career fairs, media services and publications targeting underrepresented groups for recruitment
2. Review personnel employment, retention, retirement, and recruitment trends/data in order to develop and implement strategies designed to meet local needs
3. Design and implement innovative solutions such as developing local business/industry sponsored scholarships, location incentives, signing bonuses, etc to overcome locally controlled hiring obstacles
4. Design/implement/maintain strategies to retain staff, such as teacher induction programs, mentoring programs, and other professional development activities
5. Other – describe below

Part III - Local Levels of Performance

Section 134(b)(2) and Section 113(b)(4)(C)(i)

Concentrator Definition - A secondary student who has earned six (6) or more Indiana credits in a single CTE career cluster, or four (4) Indiana credits in a single CTE career cluster in those program areas where four (4) Indiana credit sequences at the secondary level are recognized by the Indiana Department of Education as state-approved courses or course sequences as published at http://www.doe.state.in.us/octe/pdf/cip_crosswalk.pdf.

Sanctions

The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient—

- (i) fails to implement an improvement plan;
- (ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance identified within the first program year of implementation; or
- (iii) fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years

For each indicator on the following pages, describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance and how Perkins funds will be used to improve performance levels in any area that your district has failed to meet minimum levels for the 2006-2007 school year.

1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative

2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I -III)	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative

5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative

Part IV – Budget Activities

In this section please cover all activities that are funded by your Perkins formula allocation.

- All required usage categories (appendix 1) should be met collectively within the activities.
- All required usage categories must be met before permissive usage (appendix 1) categories can be targeted.
- Required usage categories may be met with funds outside of Perkins.
- Activities may be planned, developed and implemented over the course of the entire grant period. However, the budget shall be limited to the first year.
- **Activity description should be detailed enough for the State to ascertain that all required usage categories are being met, that no funds are being utilized for disallowed expenditures, and that activities meet the general Perkins guidelines.**

Disallowed Expenditures

Activities that support the following broad categories are not allowed at the local level:

- Student expenses or direct assistance to students
- Entertainment
- Awards and memorabilia
- Individual memberships
- Memberships or anything related to lobbying
- College tuition, fees, books
- Fines and penalties
- Expenses that supplant
- Audits except single audit
- Contributions and donations
- Facilities and furniture - specialty items specific to CTE instruction is allowed
- Alcohol
- Fundraising
- General administration apart from program administration
- Advertising campaigns including promotional favors such as bumper stickers, pencils, pens or T-shirts

General Eligibility Criteria

In order to be eligible for Perkins funding, a potential activity must pass several tests:

- Is the activity a new one or does it improve or expand an existing program?
In general, Perkins funds must be used to improve career and technical education programs. This means that eligible recipients must target the limited federal dollars for new or improved activities. Local areas may not use funds to simply maintain existing activities.
- Was the activity funded during the previous year by the School/institution? Perkins funds may not be used to continue an activity funded by non-Perkins funds the previous year. That would be supplanting which is expressly prohibited by law.

Consideration will be given to approving an activity previously funded by the school/institution if the school/institution can prove that the activity would cease without Perkins funding.

- Is the activity required by another federal, state or local law? If so, this would be supplanting and would not be eligible for funding.

- Does the activity address a core indicator area that is deficient? A portion of Perkins funds must be used to improve performance levels in any area that your district has failed to meet minimum levels for the prior school year.

- Is there data to support the identified need for the proposed activity and can the impact of Perkins funding be measured? All aspects of use of Perkins funds must be supported by data and the school/institution must have the capacity to measure improvement attained as a result of the use of Perkins funds.

Please use a new activity sheet for each activity.

Activity Name: _____

Total Perkins Funding Planned for Activity: \$ _____

Fill box with 1 if activity is funded outside Perkins ☐

Required Usage Category(s)

Permissive Usage Category(s)

Type of Expense and Amount	Amount		
Salaries		-	-
		#	#
		#	FTEs
<i>professionals</i>			
<i>support staff</i>			
Fringe Benefits			
Staff Travel			
Contractual Services			
Equipment			
Materials/Supplies/Communication			
Other, please specify			
Total	\$0.00		

Activity Narrative:

A. Activity Description

B. Activity Outcome

C. Activity Evaluation

Summary Budget						
Categories				Perkins Funds Amount		
1	Personnel					\$0.00
2	Fringe Benefits					\$0.00
3	Staff Travel					\$0.00
4	Contractual Services					\$0.00
5	Equipment					\$0.00
6	Materials, Supplies, & Communication					\$0.00
7	Administration					\$0.00
8	Other, please specify					\$0.00
TOTAL						\$0.00

Appendix 1

PERKINS USAGE CATEGORIES / REQUIRED AND PERMISSIVE ACTIVITIES

Basic Grant Uses - Each grant application must include details on the projected use of Perkins dollars over the course of the 5 year grant period.

Required Usage Categories

Funds must be used to satisfy the following nine (9) categories:

1. Strengthen the academic and career and technical skills of CTE students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study.
2. Link CTE at the secondary level with the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences
4. Develop, improve, or expand the use of technology in CTE, which may include—
 - (A) Training of career and technical education teachers, faculty, and administrators to use technology;
 - (B) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (C) Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
 - (A) In-service and preservice training on—
 - Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - Effective teaching skills based on research that includes promising practices;
 - Effective practices to improve parental and community involvement; and
 - Effective use of scientifically based research and data to improve instruction
 - (B) Support of education programs for CTE teachers to stay current with all aspects of an industry;
 - (C) Internship programs that provide relevant business experience; and
 - (D) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Permissive Usage Categories

Perkins IV funds may be used for the following twenty (20) activities:

1. Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. Provide career guidance and academic counseling, students participating in career and technical education programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
3. Develop and support local education and business (including small business) partnerships, including for—
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) Adjunct faculty arrangements for qualified industry professionals; and
 - (C) Industry experience for teachers and faculty;
4. Provide programs for special populations
5. Assist career and technical student organizations;
6. Provide mentoring and support services;
7. Provide opportunities for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. Provide teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;

9. Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students;
10. Develop initiatives that facilitate the transition of CTE students into baccalaureate degree programs, including—
 - (A) Articulation agreements with postsecondary educational institutions
 - (B) Postsecondary dual and concurrent enrollment programs;
 - (C) Academic and financial aid counseling for CTE students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) Other initiatives—
 - To encourage the pursuit of a baccalaureate degree; and
 - To overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11. Provide activities to support entrepreneurship education and training;
12. Improve or develop CTE courses, including the development of new proposed career and technical programs of study for consideration by the State and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13. Develop and support small, personalized career-themed learning communities;
14. Provide support for family and consumer sciences programs;
15. Provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade their technical skills;
16. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job;
17. Support training and activities (such as mentoring and outreach) in non-traditional fields;
18. Provide support for training programs in automotive technologies;
19. Pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
 - (A) Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;
 - (B) Establishing, enhancing, or supporting systems for—
 - Accountability data collection under this Act; or
 - Reporting data under this Act;
 - (C) Implementing career and technical programs of study;
 - (D) Implementing technical assessments;

20. Support other CTE activities that are consistent with the purpose of this Act including not more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

A. Assurances

The eligible recipient assures:

1. that it will comply with the privacy protections afforded parents and students under section 444 of the General Education Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571). [Sec. 5]
2. that it will not transfer or utilize funds under this Act to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs under this Act serve only those participants eligible to participate in the programs under this Act. [Sec. 6]
3. that the career and technical education programs required under section 135(b) will be carried out with funds received under Title I. [Sec. 134(b)(1)]
4. that it will meet the State adjusted levels of performance established under section 113. [Sec. 134(b)(3)]
5. that it will ensure that students who participate in such career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. [Section 134(b)(3)(C)]
6. that parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of career and technical education programs assisted under Title I. [Sec. 134(b)(4)]
7. that it will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. [Sec. 134(b)(5)]
8. that it will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. [Sec. 134(b)(7)(B)]
9. that it will not discriminate against individuals who are members of special populations on the basis of their status as members of the special populations. [Sec. 134(b)(8)]
10. that comprehensive professional development (including initial teacher preparation) for career and technical, academic, guidance, and administrative personnel will be provided. [Sec. 134(b)(10)]

11. that funds made available under this Act shall supplement and shall not supplant non-Federal funds expended to carry out career and technical education activities and tech prep activities. [Sec. 311(a)]
12. that it will provide maintenance of fiscal effort on either a per student or aggregate expenditure basis. [Sec. 311(b)(1)(A)]
13. that no funds shall be used to require any secondary school student to choose or pursue a specific career path or major. [Sec. 314(1)]
14. that it will not use funds made available under this Act to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]
15. that will not use funds received under this Act to provide career and technical education programs to students prior to the seventh grade. [Sec. 315]
16. that it will not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of services under this Act. [Sec. 316]
17. that it will permit career and technical education teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographical area served by the eligible recipient, to participate in in-service and preservice career and technical education professional development programs provided under this Act. [Sec.318]
18. that it will not use funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Sec. 322]
19. the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Sec. 325(a)]
20. that it will use funds made available under this Act to pay for costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. [Sec. 325(c)]
21. that it will not use more than five (5) percent (%) of funds received under Title I as a result of this grant application for administrative costs. [State Requirement]

22. that when issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing this project, the recipient shall clearly state: (1) the dollar amount of Federal funds for the project; and (2) the percentages of the total cost of the project that will be financed with Federal funds. [Stevens Amendment to Department of Defense Appropriations Act, Sec. 8136]
23. that it will ensure coordination and avoid duplication among programs, by working with the one-stop delivery system and the respective Workforce Investment Board(s) under a Memorandum of Understanding. [WIA – 112(b)(8)(A)(iii); 134(d)(2) and Perkins III – Sec. 122(c)(21)]
24. that it will not use funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Sec. 322]
25. the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Sec. 325(a)]
26. that it will use funds made available under this Act to pay for costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. [Sec. 325(c)]
27. that it will not use more than five (5) percent (%) of funds received under Title I as a result of this grant application for administrative costs. [State Requirement]
28. that when issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing this project, the recipient shall clearly state: (1) the dollar amount of Federal funds for the project; and (2) the percentages of the total cost of the project that will be financed with Federal funds. [Stevens Amendment to Department of Defense Appropriations Act, Sec. 8136]

Complaint Procedures

The following procedures are applicable for any complaint that a state agency or a subgrantee is violating Public Law 105-332 (Carl D. Perkins Career and Applied Technology Education Act of 1998), or regulation pertaining thereto.

1. Written and signed complaints may be filed with the Indiana Commission for Career and Technical Education (hereinafter called the Commission), by a sub grantee, organization, or an individual (hereinafter called the complainant).
2. The complaint must include: (a) a statement that a sub grantee or a state agency has violated a requirement of Public Law 105-332 or regulations that apply to the program; and, (b) the facts on which the statement is based.

3. As part of the complaint resolution process, the Commissioner or the Commission staff, if necessary, will carry out an independent on-site investigation.
4. Complaint investigation will be completed within sixty (60) calendar days after the Commission received the complaint; except that, if exceptional circumstances to a particular complaint exist, the Commission may extend the time limit.
5. If the Complainant is dissatisfied with the final action of the Commission with respect to the alleged violation, such complainant may, after such final action or notice thereto, file a petition for review of that action with the Secretary, U.S. Department of Education. If the complainant or the Commission disagrees with the decision of the Secretary of the U.S. Department of Education, either may appeal to a civil court with jurisdiction.

EDGAR Certifications

The eligible recipient certifies and agrees:

1. The assurances and that the information provided in this Local Application are accurate and complete to the best of my knowledge.
2. Under penalties of perjury, that he or she is authorized to execute the certification required on behalf of the designated area career district.
3. By submission of this Application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective participant shall attach an explanation to this Application [Education Department General Administrative Regulation, 34 CRF, Part 85, Subpart C, D, E, 1990]

By acceptance of this grant, it is understood that the Grantee has agreed to the terms and conditions of the award as set forth here and included in Federal and State laws and regulations.

Furthermore, documentation related to the assurances and certifications will be maintained at the local level.

Name of Eligible Recipient:

Name of Chief Administrator:

Signature of Chief Administrator:

Date: _____

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of

drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ☐ Audits of States, Local Governments, and Non-Profit Organizations. ☐
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ☐ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT:	
<hr/>	
<hr/>	
PR/AWARD NUMBER AND/OR PROJECT NAME:	
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PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:	
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<hr/>	
SIGNATURE	DATE
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ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT PROJECT NAME	PR/AWARD NUMBER AND / OR
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013

06/04

Approved by OMB
0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: _____ a. contract _____ b. grant _____ c. cooperative agreement _____ d. loan _____ e. loan guarantee _____ f. loan insurance	2. Status of Federal Action: _____ a. bid/offer/application _____ b. initial award _____ c. post-award	3. Report Type: _____ a. initial filing _____ b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: _____ Prime _____ Subawardee _____ Tier _____, if Known: Congressional District, if known:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, <i>if applicable</i> :	
7. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
Federal Use Only		Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____
Federal Use Only		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Postsecondary Institution

Name

Region (if applicable)

5 Year Postsecondary Local Plan Application

For

**CAREER AND TECHNICAL EDUCATION
As provided in Carl D. Perkins Career &
Technical Education Act of 2006
(Public Law 109-270)**

TABLE OF CONTENTS

INSTRUCTIONS	3
TRANSMITTAL COVER SHEET.....	4
PART ONE: NARRATIVE.....	5
PART TWO: CONTENT REQUIREMENTS.....	6-18
PART THREE: LOCAL LEVELS OF PERFORMANCE.....	19-21
PART FOUR: BUDGET ACTIVITIES AND BUDGET SUMMARY.....	22-25
APENDIX ONE: REQUIRED AND PERMISSIVE USAGE CATEGORIES.....	26-29
ASSURANCES:	30-41

INSTRUCTIONS FOR LOCAL 5 YEAR PERKINS APPLICATION

Please follow the instructions below and use the attached forms for applying for Perkins Funding. All forms must be accurately completed and submitted prior to review and approval. **Please complete application in order as stated below.**

Document Content and Format

7. **Transmittal Form/Cover Sheet (see page 4).** This form must be completed, signed, and submitted as the cover sheet for the application.
8. **Narrative (see page 5).** Please provide a narrative describing the 4 questions to include a plan, objective, outcome/measures.
9. **Content Requirements (see pages 6-18).** Please answer the questions as thoroughly as possible. Note: Some of the questions may simply require a check mark or data and others a narrative.
10. **Local levels of Performance (pages 19-21).** For each indicator on pages 20-21, provide a narrative on your plan to reach performance levels.
11. **General Activities and Budget Template (page 24).** Please make additional copies for each activity. Fill out budget for that activity and a narrative on the activity description, the outcome and how it will be evaluated.
12. **Summary Budget (page 25).** This budget is a summary of all your activities combined- an overall breakdown of your total funding.
13. **Assurances, Complaint Procedures, EDGAR Certificates, Lobbying, Debarment, Suspension, Drug-Free Workplace, and Disclosure of Lobbying Forms & Partners, Voluntary Exclusions and Lower Tier Covered Transactions (see pages 30-41, pages 33,36,38,39 require signatures and need to be part of the application).**
14. **Memo of understanding with One Stop Delivery / Workforce Investment Boards, per Assurance #23. Memo of understanding for institutions that have allocations of less than \$50,000.** Please note the forms that have been used in the past are acceptable.

All documentation must be received by the Career & Technical Education Section of the Indiana Department of Workforce Development no later than 5:00 p.m. on Friday, April 25th, 2008. Completed applications should be submitted electronically (preferred method) or via facsimile, mail or in person to the following:

Melissa Wafford
Indiana Department of Workforce Development
mwafford@dwd.in.gov
10 N. Senate Ave.
Indianapolis, IN 46204
Fax: 317-232-8480

TRANSMITTAL FORM- COVER SHEET FOR APPLICATION

This documentation submitted in accordance with this application covers the time period for Program Years 2008-2013 and Fiscal Year 2009 (July 1,2008 to June 30, 2009). During the above time period, the eligible recipient will act in accordance with the submitted Local Application, including the assurances and certifications. The recipient shall abide by all state and federal regulations. The Local Application is effective when signed and dated by the recipient and approved by the Indiana Commission for Career and Technical Education. It may be modified by mutual agreement. The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Application in accordance with all the terms and conditions of this application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Application and attachments are current, accurate, and complete.

Name of Eligible Recipient: _____

Federal ID #: _____

Mailing Address: _____

Contact Person: _____ **Title:** _____

Telephone: _____ **FAX:** _____

E-mail Address: _____

Name of Program Director: _____

Signature of Program Director: _____

Name of Chief Administrator: _____ **Title:** _____

Signature of Chief Administrator: _____

Date: _____

Part 1-Narrative

Please provide a narrative which describes your local 5 year plan in regard to the following areas:

1. Using data as it relates to the core indicators of performance in your area as well as regional occupational information to improve existing and implement new program offerings.
2. Improving services to special populations
3. Implementing and improving Programs of Study
4. Improving academic integration

The narrative section for each goal must address the following:

- a. **Goal** - A specific statement of outcome that you will achieve or work toward achieving throughout the duration of Perkins IV.
- b. **Plan** – A narrative statement of general action and direction for goal achievement throughout the duration of Perkins IV.
- c. **Outcomes and Measures** – Measures must use numbers and percentages, and should be compared to data, including disaggregated data, contained in your Core Indicator Results from previous years.(If you do not have contact DWD and we can get them for you.)

Part II – Content Requirements

Section 134 (b) (1) - How will CTE programs be carried out with funds received under this title?

List all programs that are offered and that are supported with Perkins dollars in the grid below

Program Title	Number of Students Enrolled in 07-08	Accreditations/Certifications	Transcribed and/or Dual Credit Agreements with Secondary partners Number of students receiving (06-07)

Section 134 (b) (3) (A) - Programs of Study

State CTE Programs of Study will be adopted by locals to be offered as an option to students when planning for and completing future coursework. The implementation of one Program of Study shall be complete by the end of the 2008-2009 school year. Transition of existing programs to Programs of Study should continue through the end of the 2012-2013 school year resulting in 85% of all programs being State-approved Programs of Study.

Local Programs of Study should be within those subject areas recognized by the Commission of Higher Education, examples may be found on the States' Career Cluster at www.careerclusters.org.

Definition

Programs of Study:

- A. incorporates secondary education and post-secondary education elements;
- B. include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align with secondary and post-secondary education to adequately prepare students to succeed in post-secondary education;
- C. may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or acquire post-secondary credit in other ways;
- D. leads to an industry-recognized credential or certificate at the post-secondary level or an associate or baccalaureate degree.

Describe the Program of Study to be fully implemented in your area by the end of the 2008-2009 school year by answering the following questions. If there are missing components, please describe plans to develop and implement those by the end of the 08-09 school year. (Some of you may have more than one, if so you choose the one you would like.)

Program of Study Name _____

- A. What are the secondary components of the POS?
- B. What are the post-secondary components of the POS?
- C. Describe the methods used to align secondary and post-secondary academic and CTE standards.

D. Provide specifics on opportunities for students to obtain dual credits for both CTE and academic courses.

E. What is the postsecondary goal of the POS (industry recognized credential, certificate, associate degree or baccalaureate)?

F. What occupation/occupations is the focus of the POS?

Section 134 (b)(3)(B) - How will you improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the core academic subjects and CTE subjects? Check all that apply.

1.	Academic and CTE collaborative lessons	
2.	Math and language based projects within the CTE program context	
3.	Focus on language skills in all student projects, presentations, reports, etc.	
4.	Focus on applied math as related to volumes, calculations, estimates, profit margins, etc.	
5.	Relevancy training – demonstration of need for math and language skills across professions	
6.	Implement programs of study which include academic courses and integrated academic/CTE courses	
7.	Other – describe below	

Section 134 (b) (3) (C) - All Aspects of an Industry

The term all aspects of an industry means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter

How will you provide students with strong experience in, and understanding of, all aspects of an industry?
Check all that apply.

1.	Dissemination of career information including needed skills/aptitudes, licensing requirements, work conditions, state wage and employment outlook, etc.	
2.	Cooperative and/or experiential learning opportunities	
3.	Business/industry field trips	
4.	Employer guest speakers and/or demonstrations	
5.	Job shadows, mentoring opportunities and/or apprenticeships	
6.	Workstation and/or clinical simulations	
7.	Participation in career and technical student organizations	
8.	Other – describe below	

Section 134 (b) (3) (D) - How will you ensure that CTE students are taught to the same standard as are other students? Check all that apply.

1.	Standards curriculum alignment materials	
2.	Collaboration with academic teachers	
3.	Use of industry approved curriculum which leads to certification	
4.	Other – describe below	

Section 134 (b) (3) (E) - How will you encourage CTE students to enroll in rigorous and challenging core academic courses? Check all that apply.

1.	Development and implementation of programs of study	
2.	Provision of high quality advisement and career guidance which includes setting post-secondary education goals and specific student learning plans	
3.	Involvement of teachers, business partners and the community in helping students see the relevance of and purpose in school studies	
4.	Connection of middle school, high school and postsecondary efforts to help students make smooth transitions	
5.	Other – describe below	

Section 134 (b) (4) - Professional Development

Describe how comprehensive professional development for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

Professional development should provide teachers, faculty, administrators, and career guidance and academic counselors with the following:

(A) In-service and preservice training on:

- (i) Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
- (ii) Effective teaching skills based on research that includes promising practices such as Project Based Learning; Differentiated Learning, etc;
- (iii) Effective practices to improve parental and community involvement; and
- (iv) Effective use of scientifically based research and data to improve instruction;

(B) Support to ensure that such teachers and personnel stay current with all aspects of an industry;

(C) Internship programs for such teachers that provide relevant business experience; and

(D) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction.

The professional development programs should be high quality, sustained, intensive, and classroom-focused. They should not be 1-day or short-term workshops or conferences. This requirement could be satisfied with a series of related, shorter activities or with inclusion of follow up activities such as curriculum development or implementation workgroups.

For each category below, indicate with an (X) the professional development area(s) that you feel you will focus on for the 5yr.plan. DWD understands that these may change over the 5 yrs., but would like a general idea of areas you will be looking at.

Personnel	Academic Integration		Effective, Research-based Teaching Skills		Improving Parental & Community Involvement		Research & Data-based Improvement		Staying Current w/ All Aspects of Industry		Teacher Internship Programs		Technology Training		Curriculum Development	
CTE Teachers																
Academic Teachers																
Guidance Counselors																
Administrators																

Section 134 (b) (5) - Continuous Stakeholder Participation

Describe how local programs will involve students, teachers, faculty, administrators, counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation and evaluation of CTE programs and how these groups will effectively be informed about and assisted in the understanding of the requirements of Perkins including CTE programs of study. Check all that apply.

Group	Development	Implementation	Evaluation	Method of Involvement
Teachers				
Faculty				
Administrators				
Counselors				
Business and Industry Reps.				
Labor Organizations				
Special Pops Reps.				
Others (specify)				

Section 134 (b) (5) - How will you provide a CTE program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs?

Program size refers to the level of services and experiences necessary for program completion by all students who participate. Check all that apply.

1.	Course curriculums align with State standards and contain objectives, learning activities and definitions of skill attainment and competencies	
2.	Each program offers sufficient resources (e.g., technology, career pathway knowledge and skills,) which enable students to meet the readiness standards required for their next steps	
3.	Sufficient supplies and materials are available for each program	
4.	Student participation is commensurate to the resources allocated for the operation of each program	
5.	Classrooms, laboratories and equipment are sufficient and appropriate so as to facilitate student attainment of all aspects of industry	
6.	Other – describe below	

Program scope indicates that the program offers students multiple opportunities to meet academic and technical competencies. Check all that apply.

1.	Programs include industry recognized skills standards	
2.	Programs offer coordinated, non-duplicative progression of courses	
3.	Programs include integration of academic and technical content	
4.	Connections to secondary education	
5.	Programs include opportunities for students to participate in work-based learning experiences	
6.	Other – describe below	

Program quality refers to the administration, operation, delivery, and evaluation of CTE programs by district wide and program advisory committees. Check all that apply.

1.	Advisory committees include representatives from business and industry	
2.	Overall Advisory committees meet twice annually	
3.	Program advisory committees meet twice annually	
4.	Program curriculum, content, activities and performance data are reviewed annually to assure compliance with industry standards and encompassment of all aspects of industry making recommendations for design improvements as needed	
5.	Advisory committees review current regional labor market data to determine the need for new programs	
6.	Other – describe below	

Section 134 (b) (7) - How will you evaluate and continuously improve the performance of CTE programs? Check all that apply.

1.	Existing advisory committee review and recommendations for improvements followed by plan to implement changes designed to upgrade current and implement new programs	
2.	Local/Regional employer surveys	
3.	Student surveys	
4.	Staff/Teacher surveys	
5.	Administrator evaluations	
6.	Third party evaluations	
7.	Other – describe below	

Section 134 (b) (8) (A) - Special Populations

Perkins IV defines the term “special populations” as:

- (G) Individuals with disabilities;
- (H) Individuals from economically disadvantaged families, including foster children;
- (I) Individuals preparing for non-traditional fields;
- (J) Single parents, including single pregnant women;
- (K) Displaced homemakers; and
- (L) Individuals with limited English proficiency.

How will you review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success for special populations? Check all that apply.

1.	Provide CTE representative to attend case conferences	
2.	Provide assessments to monitor student progress	
3.	Provide specially selected work-based learning experiences for students	
4.	Provide innovative teaching strategies to teach students	
5.	Provide support groups and/or mentors that support students	
6.	Collaborate with employers, agencies, Exceptional Learners staff, etc. in planning and reviewing programs and services for special populations	
7.	Other – describe below	

Section 134 (b) (8) (B) - How will you provide programs that are designed to enable the special populations to meet the local adjusted levels of performance? Check all that apply.

1.	Provide curriculum/test modification	
2.	Provide instructional aids and devices	
3.	Provide aides and tutors	
4.	Provide classroom/equipment modification	
5.	Involve CTE teachers in IEP/transition plan development	
6.	Provide support materials and/or supplemental instruction	
7.	Other – describe below	

Section 134 (b)(8)(C) - How will you provide activities to prepare special populations including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency? Check all that apply.

1.	Provide specific information to special populations prior to enrollment in CTE courses about career planning that includes job descriptions, work settings, wages, employment outlook and preparation	
2.	Provide specially selected work-based learning experiences for students	
3.	Provide instruction in resume preparation and opportunities to participate in mock interviews	
4.	Provide assistance in arranging job interviews	
5.	Other – describe below	

Section 134 (b) (9) – How will individuals who are members of special populations not be discriminated against on the basis of their status as members of the special populations? Check all that apply.

1.	Develop/implement policies and procedures that ensure special populations are provided instruction that meet their needs	
2.	Monitor the extent to which students who are members of special populations enroll in CTE programs, and the extent to which they achieve program outcomes that are comparable to their peers	
3.	Provide faculty, staff, and students with information, activities and training designed to create greater awareness of non-discriminatory policies and practices	
4.	Participate in the recruitment of students who are members of special populations	
5.	Other – describe below	

Section 134 (b) (10) - Non-traditional Fields

Perkins IV defines non-traditional fields as occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

How will you promote preparation for non-traditional fields? Check all that apply.

1.	Provide specific information to students prior to enrollment in CTE courses about non-traditional fields that includes job descriptions, work settings, wages, employment outlook and post-secondary education requirements	
2.	Provide students with work experiences in non-traditional fields	
3.	Provide students with non-traditional experiences through career and technical student organizations	
4.	Provide promotional and recruitment materials that demonstrate non-traditional participation in CTE programs or careers	
5.	Provide curriculum with gender neutral applications	
6.	Other – describe below	

Section 134 (b) (11) – How will you provide career guidance and academic counseling to career and technical education students including linkages to future education and training opportunities? Check all that apply.

1.	Provide information to students about careers including job descriptions, work settings, wages, employment outlook and post-secondary education requirements	
2.	Provide assistance to students through assessments, interviews, guidance and career planning activities, and/or seminars which lead to a career plan or portfolio upon graduation	
3.	Provide opportunities for business, industry and labor representatives to present information to students about a variety of careers	
4.	Collaborate and communicate with sending school counselors and administrators in order to maximize career and academic counseling efforts for students	
5.	Provide opportunities for parents to be informed and engaged in students' career selections	
6.	Provide access to computer/internet based programs for career and college exploration	
7.	Other – describe below	

Section 134 (b)(12)(A) and (B) - How will you improve recruitment and retention of CTE teachers, faculty and counselors including individuals in groups underrepresented in the teaching profession and improve transition to teaching from business and industry? Check all that apply.

1.	Use of such methods as online job listing services, college recruitment, career fairs, media services and publications targeting underrepresented groups for recruitment	
2.	Review personnel employment, retention, retirement, and recruitment trends/data in order to develop and implement strategies designed to meet local needs	
3.	Design and implement innovative solutions such as developing local business/industry sponsored scholarships, location incentives, signing bonuses, etc to overcome locally controlled hiring obstacles	
4.	Design/implement/maintain strategies to retain staff, such as teacher induction programs, mentoring programs, and other professional development activities	
5.	Other – describe below	

Part III - Local Levels of Performance

Section 134(b) (2) and Section 113(b) (4) (C) (i)

Student Definitions: Postsecondary

CTE Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Sanctions

The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient—

- (i) fails to implement an improvement plan;
- (ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance identified within the first program year of implementation; or
- (iii) fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years

For each indicator on the following pages, describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance and how Perkins funds will be used to improve performance levels in any area that has failed to meet minimum levels for the 2006-2007 school year.

1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2 or 4 year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education(i.e., unduplicated placement status for CTE concentrators who graduated by June 30,2007 would be assessed between October 1,2007 and December 31,2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	Agreed Upon Local Performance Level 2007-2008	Narrative

5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during reporting year. Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during reporting year.	Agreed Upon Local Performance Level 2007-2008	Narrative
5P2 Nontraditional Completion 113(b)(2)(B) (v)	Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during reporting year. Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during reporting year.	Agreed Upon Local Performance Level 2007-2008	Narrative

Part IV – Budget Activities

In this section please cover all activities that are funded by your Perkins formula allocation.

- All required usage categories (appendix 1) should be met collectively within the activities.
- All required usage categories must be met before permissive usage (appendix 1) categories can be targeted.
- Required usage categories may be met with funds outside of Perkins.
- Activities may be planned, developed and implemented over the course of the entire grant period. However, the budget shall be limited to the first year.
- **Activity description should be detailed enough for the State to ascertain that all required usage categories are being met, that no funds are being utilized for disallowed expenditures, and that activities meet the general Perkins guidelines.**

Disallowed Expenditures

Activities that support the following broad categories are not allowed at the local level:

- Remedial Courses
- Student expenses or direct assistance to students
- Entertainment
- Awards and memorabilia
- Individual memberships
- Memberships or anything related to lobbying
- College tuition, fees, books
- Fines and penalties
- Expenses that supplant
- Audits except single audit
- Contributions and donations
- Facilities and furniture - specialty items specific to CTE instruction is allowed
- Alcohol
- Fundraising
- General administration apart from program administration
- Advertising campaigns including promotional favors such as bumper stickers, pencils, pens or T-shirts

General Eligibility Criteria

In order to be eligible for Perkins funding, a potential activity must pass several tests:

- Is the activity a new one or does it improve or expand an existing program?

In general, Perkins funds must be used to improve career and technical education programs.

This means that eligible recipients must target the limited federal dollars for new or improved activities. Local areas may not use funds to simply maintain existing activities.

- Was the activity funded during the previous year by Perkins or the School/institution? Perkins funds may not be used to continue an activity funded by non-Perkins funds the previous year. That would be supplanting which is expressly prohibited by law. Consideration will be given to approving an activity previously funded by the school/institution if the school/institution can prove that the activity would cease without Perkins funding.

- Is the activity required by another federal, state or local law? If so, this would be supplanting and would not be eligible for funding.

- Does the activity address a core indicator area that is deficient? A portion of Perkins funds must be used to improve performance levels in any area that your institution has failed to meet minimum levels for the prior school year.

- Is there data to support the identified need for the proposed activity and can the impact of Perkins funding be measured? All aspects of use of Perkins funds must be supported by data and the school/institution must have the capacity to measure improvement attained as a result of the use of Perkins funds.

Please copy this page as needed until all district activities funded by Perkins are explained.

Activity Name: _____

Total Perkins Funding Planned for Activity: \$ _____

Fill box with (1) if activity is funded outside Perkins ☐

<u>Type of Expense and Amount</u>	<u>Amount</u>	<u>Required Usage Category(s)</u>			<u>Permissive Usage Category(s)</u>
Salaries					
			#	# FTEs	
professionals					
support staff					
Fringe Benefits					
Staff Travel					
Contractual Services					
Equipment					
Materials/Supplies/Communication					
Other, please specify					
Total	\$0.00				

Activity Narrative:

A. Activity Description:

B. Activity Outcome:

C. Activity Evaluation:

Summary Budget			
Categories		Perkins Funds Amount	
1	Personnel	\$0.00	
2	Fringe Benefits	\$0.00	
3	Staff Travel	\$0.00	
4	Contractual Services	\$0.00	
5	Equipment	\$0.00	
6	Materials, Supplies, & Communication	\$0.00	
7	Administration	\$0.00	
8	Other, please specify	\$0.00	
TOTAL		\$0.00	

Appendix 1

PERKINS USAGE CATEGORIES / REQUIRED AND PERMISSIVE ACTIVITIES

Basic Grant Uses - Each grant application must include details on the projected use of Perkins dollars over the course of the 5 year grant period.

Required Usage Categories

Funds must be used to satisfy the following nine (9) categories:

1. Strengthen the academic and career and technical skills of CTE students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study described in section.
2. Link CTE at the secondary level with the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences
4. Develop, improve, or expand the use of technology in CTE, which may include—
 - (A) Training of career and technical education teachers, faculty, and administrators to use technology;
 - (B) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (C) Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
 - (A) In-service and preservice training on—
 - Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - Effective teaching skills based on research that includes promising practices;
 - Effective practices to improve parental and community involvement; and
 - Effective use of scientifically based research and data to improve instruction
 - (B) Support of education programs for CTE teachers to stay current with all aspects of an industry;
 - (C) Internship programs that provide relevant business experience; and
 - (D) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Permissive Usage Categories

Perkins IV funds may be used for the following twenty (20) activities:

1. Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. Provide career guidance and academic counseling, students participating in career and technical education programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
3. Develop and support local education and business (including small business) partnerships, including for—
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) Adjunct faculty arrangements for qualified industry professionals; and
 - (C) Industry experience for teachers and faculty;
4. Provide programs for special populations
5. Assist career and technical student organizations;
6. Provide mentoring and support services;
7. Provide opportunities for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. Provide teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;
9. Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students;

10. Develop initiatives that facilitate the transition of CTE students into baccalaureate degree programs, including—
 - (A) Articulation agreements with postsecondary educational institutions
 - (B) Postsecondary dual and concurrent enrollment programs;
 - (C) Academic and financial aid counseling for CTE students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) Other initiatives—
 - To encourage the pursuit of a baccalaureate degree; and
 - To overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11. Provide activities to support entrepreneurship education and training;
12. Improve or develop CTE courses, including the development of new proposed career and technical programs of study for consideration by the State and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13. Develop and support small, personalized career-themed learning communities;
14. Provide support for family and consumer sciences programs;
15. Provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade their technical skills;
16. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job;
17. Support training and activities (such as mentoring and outreach) in non-traditional fields;
18. Provide support for training programs in automotive technologies;
19. Pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
 - (A) Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;
 - (B) Establishing, enhancing, or supporting systems for—
 - Accountability data collection under this Act; or
 - Reporting data under this Act;
 - (C) Implementing career and technical programs of study;
 - (D) Implementing technical assessments;
20. Support other CTE activities that are consistent with the purpose of this Act including not more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

ASSURANCES, COMPLAINT PROCEDURES AND EDGAR CERTIFICATION

A. Assurances

The eligible recipient assures:

29. that it will comply with the privacy protections afforded parents and students under section 444 of the General Education Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571). [Sec. 5]
30. that it will not transfer or utilize funds under this Act to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs under this Act serve only those participants eligible to participate in the programs under this Act. [Sec. 6]
31. that the career and technical education programs required under section 135(b) will be carried out with funds received under Title I. [Sec. 134(b)(1)]
32. that it will meet the State adjusted levels of performance established under section 113. [Sec. 134(b)(3)]
33. that it will ensure that students who participate in such career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. [Section 134(b)(3)(C)]
34. that parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of vocational and technical education programs assisted under Title I. [Sec. 134(b)(4)]
35. that it will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. [Sec. 134(b)(5)]
36. that it will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. [Sec. 134(b)(7)(B)]
37. that it will not discriminate against individuals who are members of special populations on the basis of their status as members of the special populations. [Sec. 134(b)(8)]
38. that comprehensive professional development (including initial teacher preparation) for career and technical, academic, guidance, and administrative personnel will be provided. [Sec. 134(b)(10)]
39. that funds made available under this Act shall supplement and shall not supplant non-Federal funds expended to carry out vocational and technical education activities and tech prep activities. [Sec. 311(a)]
40. that it will provide maintenance of fiscal effort on either a per student or aggregate expenditure basis. [Sec. 311(b)(1)(A)]
41. that no funds shall be used to require any secondary school student to choose or pursue a specific career path or major. [Sec. 314(1)]
42. that it will not use funds made available under this Act to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]
43. that will not use funds received under this Act to provide career and technical education programs to students prior to the seventh grade. [Sec. 315]

44. that it will not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of services.[Sec.316]
45. that it will permit career and technical education teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographical area served by the eligible recipient, to participate in in-service and preservice career and technical education professional development programs provided under this Act. [Sec.318]
46. that it will not use funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Sec. 322]
47. the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Sec. 325(a)]
48. that it will use funds made available under this Act to pay for costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education. [Sec. 325(c)]
49. that it will not use more than five (5) percent (%) of funds received under Title I as a result of this grant application for administrative costs. [State Requirement]
50. that when issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing this project, the recipient shall clearly state: (1) the dollar amount of Federal funds for the project; and (2) the percentages of the total cost of the project that will be financed with Federal funds. [Stevens Amendment to Department of Defense Appropriations Act, Sec. 8136]
51. ensure coordination and avoid duplication among programs, by working with the one-stop delivery system and the Respective Workforce Investment Board(s) under a Memorandum of Understanding. [WIA-112(b)(8)(A)(iii); 134(d)(2) and Perkins III-Sec.122(c)(21)]

B. Complaint Procedures

The following procedures are applicable for any complaint that a state agency or a subgrantee is violating Public Law 105-332 (Carl D. Perkins Vocational and Applied Technology Education Act of 1998), or regulation pertaining thereto.

6. Written and signed complaints may be filed with the Indiana Commission for Career and Technical Education (hereinafter called the Commission), by a sub grantee, organization, or an individual (hereinafter called the complainant).
7. The complaint must include: (a) a statement that a sub grantee or a state agency has violated a requirement of Public Law 105-332 or regulations that apply to the program; and, (b) the facts on which the statement is based.
8. As part of the complaint resolution process, the Commissioner or the Commission staff, if necessary, will carry out an independent on-site investigation.
9. Complaint investigation will be completed within sixty (60) calendar days after the Commission received the complaint; except that, if exceptional circumstances to a particular complaint exist, the Commission may extend the time limit.
10. If the Complainant is dissatisfied with the final action of the Commission with respect to the alleged violation, such complainant may, after such final action or notice thereto, file a petition for review of that action with the Secretary, U.S. Department of Education. If the complainant or the Commission disagrees with the decision of the Secretary of the U.S. Department of Education, either may appeal to a civil court with jurisdiction.

C. EDGAR Certifications

The eligible recipient certifies and agrees:

1. The assurances and that the information provided in this Local Application are accurate and complete to the best of my knowledge.
2. Under penalties of perjury, that he or she is authorized to execute the certification required on behalf of the designated area vocational district.
3. By submission of this Application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective participant shall attach an explanation to this Application [Education Department General Administrative Regulation, 34 CRF, Part 85, Subpart C, D, E, 1990]

By acceptance of this grant, it is understood that the Grantee has agreed to the terms and conditions of the award as set forth here and included in Federal and State laws and regulations.

Furthermore, documentation related to the assurances and certifications will be maintained at the local level.

Name of Eligible Recipient: _____

Name of Chief Administrator: _____

Signature of Chief Administrator: _____

Date: _____

**D. CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions for Lobbying," and 34 CFR Part 85, Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f)

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

4. **DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85-605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington D.C. 20202-4248. Notice shall include the identification number(s) of each affected grant.

Check [] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

E. Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT		PR/AWARD NUMBER AND/OR PROJECT NAME	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
SIGNATURE		DATE	

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C 1352

1. Type of Federal Action: a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application b. initial award c. post-award	3. Report Type: a. initial finding b. material change For Material Change Only: year quarter date of last report
Subawardee Tier _____ if known: 4. Name and Address of Report Entity: Prime Congressional District if known:		5. If Reporting Entity in No. 4 is Subawardee. Enter Name and Address of Prime: Congressional District if known:
6. Federal Department/Agency	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information request through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone: _____ Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-OOI."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
- 10.(a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal 11" action.

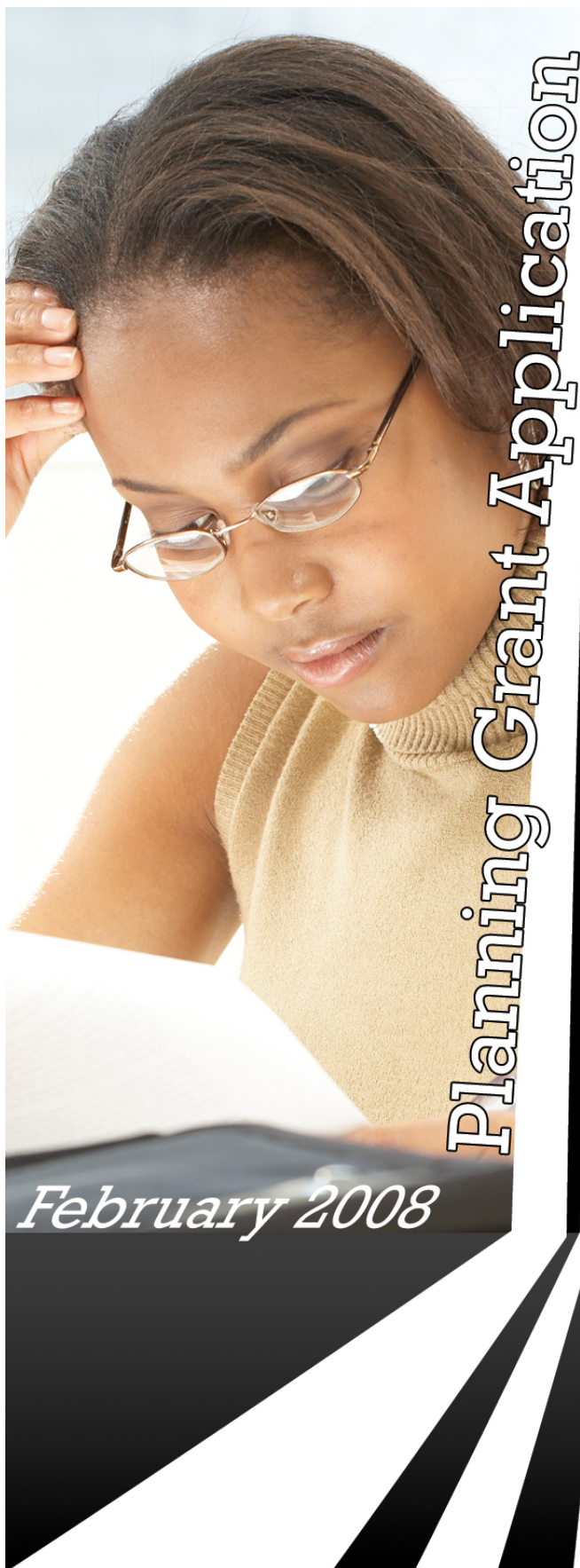
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

APPENDIX D

TECH PREP

LOCAL PLAN APPLICATIONS



Planning Grant Application

February 2008

CAREER & TECHNICAL EDUCATION



INDIANA
WORKFORCE
DEVELOPMENT

Request for Proposals
For Tech Prep Grants
Fiscal Year 2008-2009



The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “Planning” RFP

Table of Contents

<u>Contents</u>	<u>Page Number</u>
Letter from the Commissioner	3
Executive Summary	4
Essential Elements of Tech Prep Programs	8
Grant Selection Criteria	10
Appendices: Appendix A, Cover Page	13
Appendix B, Budget Narrative	15
Appendix C, Budget Form	16
Appendix D, Consortium Agreement	17



To: Area Vocational Directors

From: Teresa Voors, Commissioner
Department of Workforce Development

Re: Carl D. Perkins Career and Technical Education Improvement
Act of 2006 – Tech Prep “Planning” RFP

Date: February 29, 2008

The Department of Workforce Development is pleased to announce the availability of \$3.2 million in federal Tech Prep funds to Indiana Area Vocational Directors. The purpose of this Request for Proposal (RFP) is to solicit proposals from consortia comprised of area vocational districts, secondary, postsecondary institutions and business/employer partners for the planning and implementation of projects that meet the Perkins’ IV definition of Career and Technical Education. Tech Prep Consortia, led by Area Vocational Directors (AVDs), will identify career clusters and pathways utilizing the framework of knowledge and skills and aligning courses to prepare students to be successful in further education and a technology rich work environment.

There are three (3) proposal strategies for which a Consortium can apply: 1) a Planning Grant for sites that have not been previously funded through the Department of Workforce Development for pathways leading to a Program of Study; 2) implementation strategies that will lead to a program of study, or 3) implementation of Project Lead the Way (PLTW), a pre-engineering pathway. The “planning” and “implementation” pathways must be in STEM career-related fields or occupations listed on the “Hoosier Hot 50 Jobs” list.

All eligible recipients are encouraged to review this RFP and apply for participation in this program. A series of regional meetings will be held March 3, 4, 6 and 10, to respond to questions. Notifications of times and locations have been provided. If you have questions concerning this RFP, please contact Fannie Cox, 317-232-7355 or by email at fc Cox@dwd.in.gov.

Executive Summary

The Indiana Department of Workforce Development-Career and Technical Education (DWD-CTE) is pleased to announce the availability of \$3.2 million for the 2008-2009 school year for the planning and implementation of Tech Prep projects. The purpose of the Request for Proposal (RFP) is to provide funding local Consortia, led by Area Vocational Directors, who will be responsible for specific Tech Prep projects that meet the requirements outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

RFP Dissemination:

Friday, February 29, 2008

Deadline:

Six (6) non-bound Proposals must be received no later than 4:30 p.m., Friday April 18, 2008. Any proposals received after that time and/or date will not be reviewed.

Required Components:

To be considered for funding, proposals must describe planned, measurable program improvements to address gaps in program and student performance. All components of the RFP must be addressed in order for proposals to be considered for funding.

Priorities:

To be considered for funding, proposals must address, in detail, the following eight (8) essential elements of Tech Prep:

- Tech Prep programs that lead to a minimum of an Associate Degree, national certification, credential or apprenticeship;
- Articulation between secondary and postsecondary institutions;
- Curriculum development supporting integrated/applied academics;
- Tech Prep Professional Development to support the eight elements;
- Professional Development for counselors;
- Equal access for special populations;
- Preparatory Services including career guidance;
- Coordination with the Basic Grant

Eligible Applicants:

Eligible applicants are consortia consisting of area vocational districts, secondary and postsecondary institutions, and business/employer partners. The scope of this project is based on the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, its respective used and core indicators.

Applications must be prepared and submitted by a consortium. To be eligible for this grant opportunity, a consortium must include, at a minimum, one member in each of the following three categories:

- 1) local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary schools;
- 2) (a) regionally accredited institution of high education that offers a two-year associate degree program, or a two-year postsecondary apprenticeship program, certificate or licensure, or (b) a proprietary institution of higher education that offers a two year associate degree program, or (c) four-year institutions offering a baccalaureate degree program;
- 3) Business/employer or consortium of employers that require high-skill/high-wage employees.

Consortia may also and are encouraged to include one or more of the following:

- 1) labor organizations;
- 2) employer organizations;
- 3) economic development organizations;
- 4) community-based organizations, and,
- 5) additional members such as parent/guardian, students, and counselors.

Proposal Review:

Grant proposals will undergo a technical review upon submission to ensure completeness. Incomplete proposals or those not following the order outlined in the Requirements will be disqualified and will not be read or scored.

A review committee consisting of Indiana Department of Workforce Development/Career and Technical Education (DWD-CTE) and its stakeholders will evaluate proposals. Reviewers will assign numerical scores and prepare comments.

To be considered for funding, each proposal will be scored against a pre-determined set of parameters as outlined in the RFP. To receive funding, a proposal must receive a combined average score of 70 out of 100 points. Final approval for award will be determined by DWD-CTE.

When making decisions about awards, DWD-CTE reserves the right to take into consideration geographic distribution and demonstrated readiness.

DWD-CTE reserves the right to fund or not fund consortia that were previously funded. Funding and the level of funding will be based on the quality and appropriateness of the information submitted.

No appeals process is in place. Recommendations are final.

Application Timeline:

February 29, 2008	Availability of funding announced
April 18, 2008	Applications due to DWD/CTE
May 9, 2008	Award notifications
July 1, 2008	Grant Start Date
December 31, 2008	Progress Narrative due to DWD/CTE
June 15, 2009	Second Progress Narrative due to DWD/CTE
June 30, 2009	Grant End Date
August 15, 2009	Close-out Packet due to Grant Accounting

Award notification:

Notification of awards in the amount of \$10,000 will be emailed on or before May 9, 2008.

Grant period:

The grant period is 12 months and will begin on July 1, 2008 or completion of the State signature process, whichever comes later, and end on June 30, 2009.

Proposal Format:

All proposals must be submitted on standard 8.5 x 11 paper and organized in the following format and contain all listed items in the order indicated below. Proposals should not be more than 10 typed pages, excluding appendices. Proposals must be 12 point type font, with 1.5 line spacing, minimum of 1 inch margins, printed on one side only.

- a. Cover Letter
- b. Budget Narrative and Budget Form
- c. Detailed narrative responding to ten (10) Questions
- d. Signed Agreements,

Data Submission and Reporting:

The collection, analysis and utilization of data are critical in determining the success of the program. Participating schools must commit to submitting data to the DWD/CTE via Indiana Technical Education Student Reporting system (InTERS). If you have questions about InTERS, need training or have questions about the data requirements, please contact Brin Sisco at bsisco@DWD.in.gov or at 317-234-4278.

Additionally, each applicant must agree to submit a progress report covering the period July 1, 2008 to December 15, 2008 submitted by December 31, 2008. The final report narrative is due by June 15, 2009.

In addition to the student data request, applicants must commit to provide any other data that might be pertinent to the success of the program.

Note: Funding may be delayed, may not be renewed, or a repayment of funds requested if data submission requirements are not met as indicated in the above-referenced timelines.

Use of funds:

Each proposal must detail costs of each item and how calculated. Funds may be used for the following. Read the Carl D. Perkins Career and Technical Education Improvement Act of 2006, which can be found at http://www.rules.house.gov/109_2md/text/s250/s250_cpmf_rept/pdf for details on allowable and non-allowable expenditures.

- a. Administration, not more than 5% of total requested;
- b. Salaries/Benefits: i.e., stipends for professional development, common planning time for teachers and faculty. Include lead person responsible, the number of individuals involved in the activity, their role, number of hours, rate, benefits, and deliverable. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item.
- c. Contract Services: may include consultants, stipends, honorarium, software lease, and other contract services;
- d. Materials/Supplies: breakdown requested items by cost, number to be purchased, intended use and by whom, and how the planned purchase will benefit the program;
- e. Equipment: breakdown requested items by cost, number to be purchased, intended use and by whom, and how the planned purchase will benefit the program. It is strongly recommended that not more than 50% of the total requested amount is spent on equipment purchases.
- f. Travel: State travel guidelines must be used when calculating travel, meal and lodging:
 - mileage is calculated at the rate of \$.40/mile;
 - in-state hotel rate is \$89; \$93 for Indianapolis, plus tax maximum. Out-of-state rate is at best available rate.
 - in-state per diem is \$26/day (\$6.50 for breakfast and lunch each; \$13.00 for dinner);
 - out-of-state per diem is \$32/day (\$8.00 for breakfast and lunch each; \$16 for dinner).

Note: Please round all budgeted amounts to the nearest dollar.

Proposal submission: Six un-bound copies of the proposal are due by 4:30, Friday, April 18, 2008. These should be mailed to:

Fannie Cox
Indiana Department of Workforce Development
10 North Senate Avenue, Section 201E
Indianapolis, IN 46204

Essential Elements of Technical Preparation Programs

1. Program that leads to an Associate or Baccalaureate Degree, apprenticeship, certificate, or credential

All Tech Prep programs have a sequence of appropriate, advanced, academic and technical courses. These programs must have at least two years of secondary level education linked to at least two years of postsecondary-level education. Various combinations of sequential coursework can be provided. Options include: beginning Tech Prep programs in the ninth grade with a four-year sequence at the secondary level, continuing with two additional years of baccalaureate level education. Nationally recognized certificate, credential or apprenticeship of at least two years following secondary education is another option allowed by the law:

- a. The curriculum structure and technical instruction must provide more rigorous academic and technical skill preparation to meet the workforce demand and the challenges of an increasingly technological society;
- b. The transition plan is such that students can make successful transitions from secondary to postsecondary study without remediation;
- c. Assurance that incoming students are prepared for the rigor of more challenging coursework such that they obtain the knowledge and skills and are prepared for further education or employment in high skill/high demand occupations;
- d. Has all students leaving high school with postsecondary credit or having met the standards for postsecondary studies to avoid remedial courses.

2. Articulation between Secondary and Postsecondary Institutions

Tech Prep programs within each Consortium have articulation agreements that provide a seamless pathway between secondary and postsecondary institutions. A data-driven process is in place to follow students from secondary Tech Prep programs to postsecondary Tech Prep programs.

There is a signed articulation agreement for each current year funded program that aligns the courses a student can take at the secondary level with those at the postsecondary level for a specific program major. The articulation agreement for new “planning” sites must be in place by the end of the grant period, June 30, 2009. For programs already in development, Years 2-4, signed articulation agreements must be in place by the end of the current year’s grant cycle, June 30, 2009.

3. Curriculum Development Supporting Integrated/Applied Academics

Tech Prep program curricula are aligned with Indiana’s academic and career and technical education standards.

As organizations change, so must the knowledge, skills and abilities of its employees for it to remain efficient and competitive. Consortia must work collaboratively to integrate curriculum and standards to ensure that students have a solid academic preparation as well as quality CTE options, the latest information and in-demand skills that lead to further education or employment in high demand/high wage fields.

4. Tech Prep Professional Development Supporting the Eight Elements

Members of the Tech Prep Consortium provide opportunities for secondary and postsecondary instructors, faculty and administrators to participate in Tech Prep professional development. This includes any type of professional development processes provided by the Consortium that focus on enhancing the essential and supporting elements of Tech Prep.

5. Professional Development for Counselors

Guidance departments and personnel at both the secondary and postsecondary levels are essential to accomplishing the goals of Tech Prep programs because they can assist students in achieving career development competencies for use in school and beyond. Professional development includes any processes provided by the consortia focused on enhancing the essential and supporting elements (i.e., recruiting students and ensuring program completion, knowledge, skills and occupational information needed to assist students with career exploration, educational opportunities, education financing, and exposure to high-skill/high wage or high demand occupations.

6. Equal Access for Special Populations

Career and technical education programs prepare students, including special populations, for subsequent employment in high skill/high wage occupations, including those in STEM, or for participation in postsecondary education. If needed, review the definition of “special populations” in the Carl. D. Perkins Career and Technical Education Act of 2006.

7. Preparatory Services including Career Guidance

Guidance departments and personnel at the secondary and postsecondary levels are essential to accomplishing the goals of CTE/tech prep programs because they can assist students in achieving career development competencies for use in school and beyond. As such, guidance efforts should be constructed to provide the insight the students need to make reliable and actionable career decisions.

8. Coordinate with the Basic Grant

Tech Prep Consortia activities must coordinate with activities under the Title I, Perkins VI Basic Grant.

Grant Selection Criteria Option 1

Tech Prep “Planning” Program of Study

The purpose of the Tech Prep “Planning” RFP is to provide funding to support the development of Tech Prep programs that address economic and workforce development needs in Indiana. Schools that are in the visionary/beginning phase of starting a pathway leading to a program of study or academy will utilize this planning grant period to conduct activities that will result in a plan that leads to the implementation of a program of study (POS) that aligns with the Perkins’ legislation, the following year.

Minimum Requirements

Priority will be given to those proposals that clearly and definitively outline activities that will result in an implementation for Year 2 in a high wage/high demand, STEM-related career field or occupations listed on the “Hoosier Hot 50 Jobs” list. These funds cannot be used to upgrade existing pathways/programs, Project Lead the Way (PLTW) pre-engineering or Biomedical Science courses, pathways or programs. Local Programs of Study should be within those career pathways recognized by the Indiana Department of Education and Indiana Department of Workforce Development as State recognized Programs of Study as published at <http://www.doe.state.in.us/octe/facs/CrrClstrGrid.html#16CCs> or www.careerclusters.org.

Please respond to the following questions. While it is anticipated that responses to the following will be concise, it is also anticipated that responses will be no more than five (5) pages in length.

1. Consortium Application

30 Points

Under the Perkins Act of 2006, each Consortium that desires to receive a Tech Prep grant must submit an application containing a five (5)-year plan to the Department of Workforce Development. Each Consortium must also enter into an agreement with the Department of Workforce Development to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(b) of the Act.

Realizing that some Consortia may submit multiple proposals, please understand that only one Plan is required no matter the number of proposals submitted. The Plan, however, must be attached to each proposal submitted.

Each five (5)-year plan should:

- Provide for the effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- Be developed in consultation with business, industry, institutions of higher education and labor organizations;
- Address effectively the issue of school dropout prevention and re-entry, and the needs of special populations;
- Provide education and training in an area of skill, including an emerging technology, in which there is significant workforce;
- Demonstrate how tech programs will help students meet high academic and employability competencies; and
- Demonstrate success in, or provide assurances of coordination and integration with basic grant funds.

2. Program Design

60 Points

Will the program be carried out under an articulation agreement between participants in the Consortium? List Consortium members and explain their roles.	
Will the program integrate academic and career and technical education instruction? How?	
Will the program provide technical preparation in a career field, including STEM, high-skill, high-wage or high –demand activities? Which field? Is it a Hoosier Hot 50 Job? Why is this program needed in your district?	
Will the program lead to a technical skill proficiency, an industry recognized credential, certificate or a degree? Which?	
Will the program meet the academic standards of the State?	
Will the program link secondary and postsecondary institutions through: a. a non-duplicative sequence of courses? Provide course titles and sequence. b. concurrent enrollment in secondary education and postsecondary education coursework?	
Will the program use work-based or worksite learning experiences in conjunction with business and all aspects of an industry? How?	
Will the program include in-service, professional development for teachers, faculty and administrators? What is the planned deliverable? How many people will be included in the activity? How will it be shared among key personnel? How will students benefit? How many and what other in-services, professional development opportunities are planned? Briefly describe.	
Will the program include professional development programs for counselors? What will the professional development program include? How many counselors will it include?	
Will the program provide equal access to individuals who are members of special populations? How will the program provide services appropriate to the needs of special populations?	

3. Budget Narrative and Budget Form

20 points

Each Tech Prep program proposal must include a detailed budget narrative, budget and a plan to sustain the program after funding ends. As part of the narrative, please include availability of facility, equipment, supplies, external funding, human capital and other applicable resources.

Appendix A

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 2008-09 Indiana Career and Technical “Planning” Education Planning Grant Cover Page

1. Funding Request

Requested amount:	
School(s) involved:	
School Population:	
Planned Course*:	
- Program of Study:	
# Students to be enrolled:	

*Course Title:

2. Designated Grantee/Fiscal Agent

First Name:	
Last Name:	
Title:	
Organization name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone number:	
Fax number:	
Email address:	
FEIN:	

3. Grant Contact Person

First name:	
Last name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone number:	
Fax number:	
Email address:	
Economic growth region:	

4. Technology Coordinator (data entry processing for InTERS Data)

First Name:	
Last Name:	
Telephone number:	
Fax number:	
Email address:	

5. Previous Pathways/Programs – name, year implemented

	Year

Appendix B

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “Planning” RFP

Budget Narrative

Breakdown by specific line item, i.e., Administration, Equipment, etc., show the cost of each and how calculated.

Note: Please round to the near dollar.

Appendix C

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “Planning” RFP

Budget Form

CFDA #: 84.243

FEDERAL AGENCY: USDOE

FUNCTION	OBJ/SUBJ	COST CATEGORY PROJECT CODE	BUDGET
700	7509	ADMINISTRATIVE COST	
700	7510	SALARIES/BENEFITS	
700	7511	CONTRACT SERVICES	
700	7512	TRAVEL	
700	7515	MATERIALS & SUPPLIES	
700	7546	EQUIPMENT PURCHASES	
700	7557	PROFESSIONAL DEVELOPMENT	
700	7517	MISCELLANEOUS	
		TOTAL	

Appendix D

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “Planning” RFP

Consortium Agreement

(Make additional copies as needed)

Area Vocational District:

Area Vocational District Name/#

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe Role:

Secondary school representative(s):

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary institution representative(s):

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Employer partner:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Employer partner:

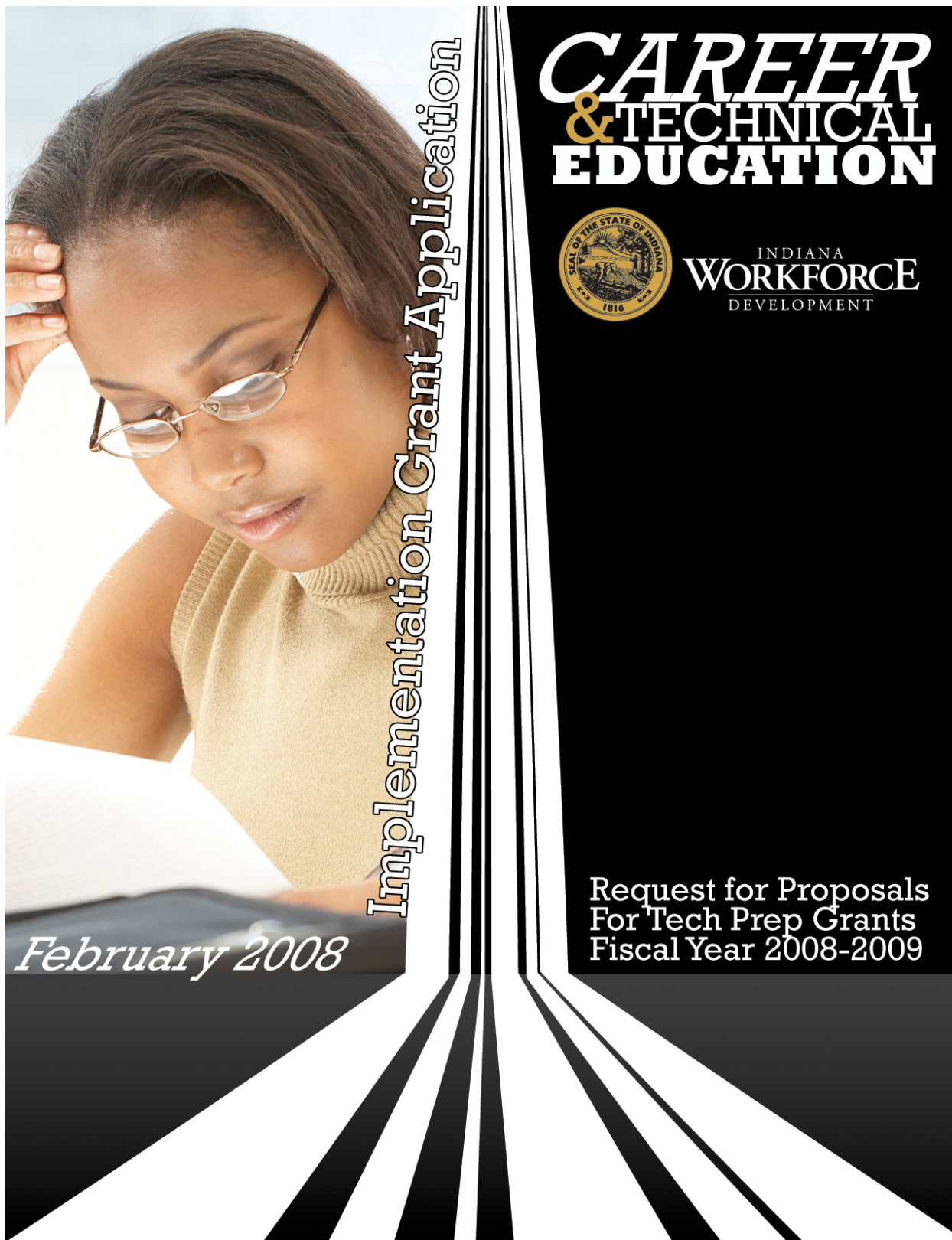
Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:



CAREER & TECHNICAL EDUCATION



INDIANA
WORKFORCE
DEVELOPMENT

Request for Proposals
For Tech Prep Grants
Fiscal Year 2008-2009

Implementation Grant Application

February 2008



**The Carl D. Perkins Career and Technical Education Improvement Act of 2006
2008-09 Indiana Career and Technical Education “Implementation” RFP**

Table of Contents

<u>Contents</u>	<u>Page Number</u>
Letter from the Commissioner	3
Executive Summary	4
Essential Elements of Tech Prep Programs	8
Grant Selection Criteria: Option 2, Implementation Grant	10
Appendices: Appendix A, Cover Page	12
Appendix B, Budget Narrative	14
Appendix C, Budget Form	15
Appendix D, Consortium Agreement	16



To: Area Vocational Directors

From: Teresa Voors, Commissioner
Department of Workforce Development

Re: Carl D. Perkins Career and Technical Education Improvement
Act of 2006 – Tech Prep “Implementation” RFP

Date: February 29, 2008

The Department of Workforce Development is pleased to announce the availability of \$3.2 million in federal Tech Prep funds to Indiana Area Vocational Directors. The purpose of this Request for Proposal (RFP) is to solicit proposals from consortia comprised of area vocational districts, secondary, postsecondary institutions and business/employer partners for the planning and implementation of projects that meet the Perkins’ IV definition of Career and Technical Education. Tech Prep Consortia, led by Area Vocational Directors (AVDs), will identify career clusters and pathways utilizing the framework of knowledge and skills and aligning courses to prepare students to be successful in further education and a technology rich work environment.

There are three (3) proposal strategies for which a Consortium can apply: 1) a Planning Grant for sites that have not been previously funded through the Department of Workforce Development for pathways leading to a Program of Study; 2) implementation strategies that will lead to a program of study, or 3) implementation of Project Lead the Way (PLTW), a pre-engineering pathway. The “planning” and “implementation” pathways must be in STEM career-related fields or occupations listed on the “Hoosier Hot 50 Jobs” list.

All eligible recipients are encouraged to review this RFP and apply for participation in this program. A series of regional meetings will be held March 3, 4, 6 and 10, to respond to questions. Notifications times and locations have been provided. If you have questions concerning this RFP, please contact Fannie Cox, 317-232-7355 or by email at fcov@dwd.in.gov.

Executive Summary

The Indiana Department of Workforce Development-Career and Technical Education (DWD-CTE) is pleased to announce the availability of \$3.2 million for the 2008-2009 school year for the planning and implementation of Tech Prep projects. The purpose of the Request for Proposal (RFP) is to provide funding local Consortia, led by Area Vocational Directors, who will be responsible for specific Tech Prep projects that meet the requirements outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

RFP Dissemination:

Friday, February 29, 2008

Deadline:

Six (6) non-bound Proposals must be received no later than 4:30 p.m., Friday April 18, 2008. Any proposals received after that time and/or date will not be reviewed.

Required Components:

To be considered for funding, proposals must describe planned, Measurable program improvements to address gaps in program and student performance. All components of the RFP must be addressed in order for proposals to be considered for funding.

Priorities:

To be considered for funding, proposals must address, in detail, the following eight (8) essential elements of Tech Prep:

- Tech Prep programs that lead to a minimum of an Associate Degree, national certification, credential or apprenticeship;
- Articulation between secondary and postsecondary institutions;
- Curriculum development supporting integrated/applied academics;
- Tech Prep Professional Development to support the eight elements;
- Professional Development for counselors;
- Equal access for special populations;
- Preparatory Services including career guidance;
- Coordination with the Basic Grant

Eligible Applicants:

Eligible applicants are consortia consisting of area vocational districts, secondary and postsecondary institutions, and business/employer partners. The scope of this project is based on the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, its respective used and core indicators.

Applications must be prepared and submitted by a consortium. To be eligible for this grant opportunity, a consortium must include, at a minimum, one member in each of the following three categories:

- 4) local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary schools;
- 5) (a) regionally accredited institution of high education that offers a two-year associate degree program, or a two-year postsecondary apprenticeship program, certificate or licensure, or (b) a proprietary institution of higher education that offers a two year associate degree program, or (c) four-year institutions offering a baccalaureate degree program;
- 6) Business/employer or consortium of employers that require high-skill/high-wage employees.

Consortia may also and are encouraged to include one or more of the following:

- 6) labor organizations;
- 7) employer organizations;
- 8) economic development organizations;
- 9) community-based organizations, and,
- 10) additional members such as parent/guardian, students, and counselors.

Proposal Review:

Grant proposals will undergo a technical review upon submission to ensure completeness. Incomplete proposals or those not following the order outlined in the Requirements will be disqualified and will not be read or scored.

A review committee consisting of Indiana Department of Workforce Development/Career and Technical Education (DWD-CTE) and its stakeholders will evaluate proposals. Reviewers will assign numerical scores and prepare comments.

To be considered for funding, each proposal will be scored against a pre-determined set of parameters as outlined in the RFP. To receive funding, a proposal must receive a combined average score of 70 out of 100 points. Final approval for award will be determined by DWD-CTE.

When making decisions about awards, DWD-CTE reserves right to take into consideration geographic distribution and demonstrated readiness.

Special consideration will be given to those proposals that included community partners, parents, and students as part of their consortium. DWD-CTE reserves the right to fund or not fund consortia that were previously funded. Funding and the level of funding will be based on the quality and appropriateness of the information submitted.

No appeals process is in place. Recommendations are final.

Application Timeline:

February 29, 2008	Availability of funding announced
April 18, 2008	Applications due to DWD/CTE
May 9, 2008	Award notifications to Applicants
July 1, 2008	Grant Start Date
December 31, 2008	Progress Narrative due to DWD/CTE
June 15, 2009	Second Progress Narrative due to DWD/CTE
June 30, 2009	Grant End Date
August 15, 2009	Close-out Packet due to Grant Accounting

Award notification:

Notification of awards up to \$30,000 will be emailed on or before May 9, 2008.

Grant period:

The grant period is 12 months and will begin on July 1, 2008 or completion of the State signature process, whichever comes later, and end on June 30, 2009.

Proposal Format:

All proposals must be submitted on standard 8.5 x 11 paper and organized in the following format and contain all listed items in the order indicated below. Proposals should not be more than 10 typed pages, excluding appendices.

Proposals must be 12 point type font, with 1.5 line spacing, minimum of 1 inch margins, printed on one side only.

- e. Cover Letter
- f. Budget Narrative and Budget Form
- g. Detailed narrative responding to ten (10) Questions
- h. Signed Agreements,

Data Submission and Reporting:

The collection, analysis and utilization of data are critical in determining the success of the program. Participating schools must commit to submitting data to the DWD/CTE via Indiana Technical Education Student Reporting system (InTERS). If you have questions about InTERS, need training or have questions about the data requirements, please contact Brin Sisco at bsisco@DWD.in.gov or at 317-234-4278.

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- e. The curriculum structure and technical instruction must provide more rigorous academic and technical skill preparation to meet the workforce demand and the challenges of an increasingly technological society;
- f. The transition plan is such that students can make successful transitions from secondary to postsecondary study without remediation;
- g. Assurance that incoming students are prepared for the rigor of more challenging coursework such that they obtain the knowledge and skills and are prepared for further education or employment in high skill/high demand occupations;
- h. Has all students leaving high school with postsecondary credit or having met the standards for postsecondary studies to avoid remedial courses.

2. Articulation between Secondary and Postsecondary Institutions

Tech Prep programs within each Consortium have articulation agreements that provide a seamless pathway between secondary and postsecondary institutions. A data-driven process is in place to follow students from secondary Tech Prep programs to postsecondary Tech Prep programs.

There is a signed articulation agreement for each current year funded program that aligns the courses a student can take at the secondary level with those at the postsecondary level for a specific program major. The articulation agreement for new “planning” sites must be in place by the end of the grant period, June 30, 2009. For programs already in development, Years 2-4, signed articulation agreements must be in place by the end of the current year’s grant cycle, June 30, 2009.

3. Curriculum Development Supporting Integrated/Applied Academics

Tech Prep program curricula are aligned with Indiana’s academic and career and technical education standards.

As organizations change, so must the knowledge, skills and abilities of its employees for it to remain efficient and competitive. Consortia must work collaboratively to integrate curriculum and standards to ensure that students have a solid academic preparation as well as quality CTE options, the latest information and in-demand skills that lead to further education or employment in high demand/high wage fields.

4. Tech Prep Professional Development Supporting the Eight Elements

Members of the Tech Prep Consortium provide opportunities for secondary and postsecondary instructors, faculty and administrators to participate in Tech Prep professional development. This includes any type of

professional development processes provided by the Consortium that focus on enhancing the essential and supporting elements of Tech Prep.

5. Professional Development for Counselors

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6. Equal Access for Special Populations

Career and technical education programs prepare students, including special populations, for subsequent employment in high skill/high wage occupations, including those in STEM, or for participation in postsecondary education. If needed, review the definition of “special populations” in the Carl. D. Perkins Career and Technical Education Act of 2006.

7. Preparatory Services including Career Guidance

Guidance departments and personnel at the secondary and postsecondary levels are essential to accomplishing the goals of CTE/tech prep programs because they can assist students in achieving career development competencies for use in school and beyond. As such, guidance efforts should be constructed to provide the insight the students need to make reliable and actionable career decisions.

8. Coordinate with the Basic Grant

Tech Prep Consortia activities must coordinate with activities under the Title I, Perkins IV Basic Grant.

Grant Selection Criteria

Option 2

Tech Prep “Implementation” Program of Study

Schools that have at least one year of planning and schools that may already have one or more years of implementation may pursue this funding stream. The implementation period for this RFP is three years, Years 2, 3, and 4. For the purposes of the RFP, applicants must be prepared to commit to a three-year curriculum implementation strategy and to meeting all of the requirements of the Perkins legislation.

Implementation plans may either be a plan that enhances a current pathway leading to a Program of Study or a new pathway leading to a Program of Study. Proposals with plan designs for multiple pathways/programs will not be considered for funding. It is anticipated that only one pathway will be considered and activities and strategies will be written and developed to make that pathway the best possible opportunity for students.

Minimum requirements

Focus must on a pathway/program that aligns with the local Basic Grant application that provides a sequence that combines a minimum of two years in secondary and two years in postsecondary education in a STEM-related career field or occupations within the “Hoosier Hot 50 Jobs” list or further education. Local Programs of Study should be within those career pathways recognized by the Indiana Department of Education and Indiana Department of Workforce Development as State recognized Programs of Study as published at <http://www.doe.state.in.us/octe/facs/CrrClstrsGrid.html#16CCs> or www.careerclusters.org.

1. Consortium Application

30 Points

Under the Perkins Act of 2006, each consortium that desires to receive a grant under Tech Prep must submit an application containing a five (5)-year plan to the Department of Workforce Development. Each consortium must also enter into an agreement with the Department of Workforce Development to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(e) of the Act.

Each five (5)-year plan should –

- Provide for the effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- Be developed in consultation with business, industry, institutions of higher education and labor organizations;
- Address effectively the issued of school dropout prevention and re-entry, and the needs of special populations;
- Provide education and training in an area of skill, including an emerging technology, in which there is significant workforce;
- Demonstrate how tech programs will help students meet high academic and employability competencies; and
- Demonstrate success in, or provide assurances of coordination and integration with basic grant funds.

2. Program Design

60 Points

Please respond to the following questions. While it is anticipated that responses will be concise, it is also anticipated that responses will be no more than five (5) pages in length.

Will the program be carried out under an articulation agreement between participants in the Consortium? List Consortium members and explain their roles.	
Will the program integrate academic and career and technical education instruction? How?	
Will the program provide technical preparation in a career field, including STEM, high-skill, high-wage or high –demand activities? Which field? Is it a Hoosier Hot 50 Job? Why is this program needed in your district?	
Will the program lead to a technical skill proficiency, an industry recognized credential, certificate or a degree? Which?	
Will the program meet the academic standards of the State?	
Will the program link secondary and postsecondary institutions through: a. non-duplicative sequence of courses? Provide course titles and sequence. b. concurrent enrollment in secondary education and postsecondary education coursework?	
Will the program use work-based or worksite learning experiences in conjunction with business and all aspects of an industry? How?	
Will the program include in-service, professional development for teachers, faculty and administrators? What is the planned deliverable? How many people will be included in the activity? How will it be shared with key program personnel? How will students benefit? How many and what other in-services, professional development opportunities are planned. Briefly describe.	
Will the program include professional development programs for counselors? What will the professional development program include? How many counselors will it include?	
Will the program provide equal access to individuals who are members of special populations? How will the program provide services appropriate to the needs of special populations?	

3. Budget Narrative and Budget Form

10 Points

Each Tech Prep program proposal must include a detailed budget narrative, budget, and a plan to sustain the program after funding ends. As part of the narrative, please include availability of facility, equipment, supplies, external funding, human capital, and other applicable resources.

Appendix A

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical “Implementation” Education

Cover Page

1. Funding Request

Requested amount:	
School(s) involved:	
School Population:	
Planned Course*:	
Pathway:	
# Students to be enrolled:	

*Course Title:

2. Designated Grantee/Fiscal Agent

First Name:	
Last Name:	
Title:	
Organization name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone number:	
Fax number:	
Email address:	
FEIN:	

3. Grant Contact Person

First name:	
Last name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone number:	
Fax number:	
Email address:	
Economic growth region:	

4. Technology Coordinator (data entry processing for InTERS data)

First Name:	
Last Name:	
Telephone number:	
Fax number:	
Email address:	

5. Previous Pathways/Programs – name, year implemented

	Year

Appendix B

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “Implementation” RFP

Budget Narrative

Breakdown by specific line item, i.e., Administration, Equipment, etc., show the cost of each and how calculated.

Note: Please round to the near dollar.

Appendix C

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “Implementation” RFP

Budget Form

CFDA #: 84.243

FEDERAL AGENCY: USDOE

FUNCTION	OBJ/SUBJ	COST CATEGORY PROJECT CODE	BUDGET
700	7509	ADMINISTRATIVE COST	
700	7510	SALARIES/BENEFITS	
700	7511	CONTRACT SERVICES	
700	7512	TRAVEL	
700	7515	MATERIALS & SUPPLIES	
700	7546	EQUIPMENT PURCHASES	
700	7557	PROFESSIONAL DEVELOPMENT	
700	7517	MISCELLANEOUS	
		TOTAL	

Appendix D

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “Implementation” RFP

Consortium Agreement

(Make additional copies as needed)

Area Vocational District:

Area Vocational District Name/#

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe Role:

Secondary school representative(s):

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary institution representative(s):

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Employer partner:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

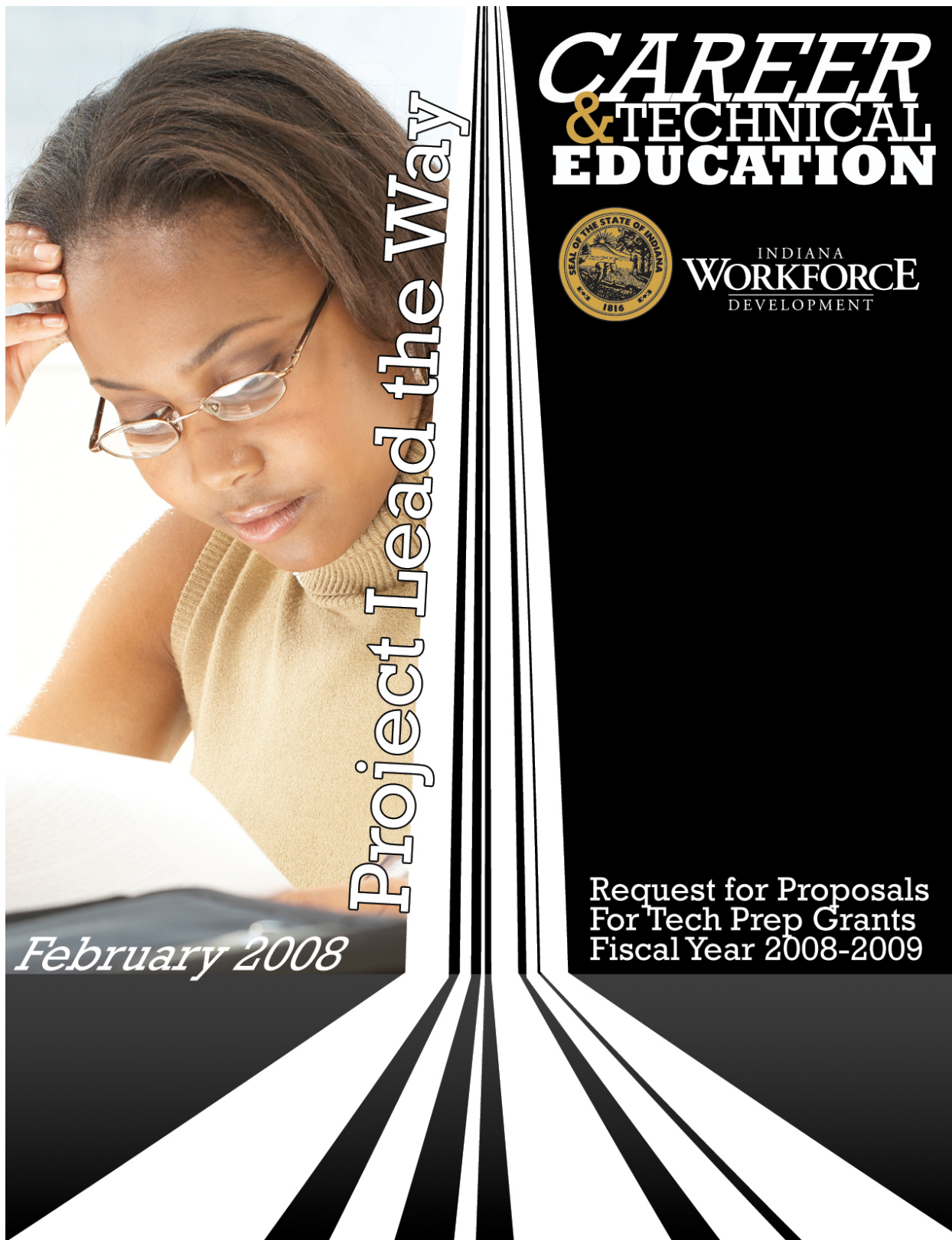
Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:



CAREER & TECHNICAL EDUCATION



INDIANA
WORKFORCE
DEVELOPMENT

Project Lead the Way

February 2008

Request for Proposals
For Tech Prep Grants
Fiscal Year 2008-2009



The Carl D. Perkins Career and Technical Education Improvement Act of 2006
2008-09 Indiana Career and Technical Education “Project Lead the Way” RFP

Table of Contents

<u>Contents</u>	<u>Page Number</u>
Letter from the Commissioner	3
Executive Summary	4
Essential Elements of Tech Prep Programs	8
Grant Selection Criteria	10
Appendices: Appendix A, Cover Page	13
Appendix B, Budget Narrative	15
Appendix C, Budget Form	16
Appendix D, Consortium Agreement	17



To: Area Vocational Directors

From: Teresa Voors, Commissioner
Department of Workforce Development

Re: The Carl D. Perkins Career and Technical Education Improvement
Act of 2006 – Tech Prep “Implementation” RFP

Date: February 29, 2008

The Department of Workforce Development is pleased to announce the availability of \$3.2 million in federal Tech Prep funds to Indiana Area Vocational Directors. The purpose of this Request for Proposal (RFP) is to solicit proposals from consortia comprised of area vocational districts, secondary, postsecondary institutions and business/employer partners for the planning and implementation of projects that meet the Perkins’ IV definition of Career and Technical Education. Tech Prep Consortia, led by Area Vocational Directors (AVDs), will identify career clusters and pathways utilizing the framework of knowledge and skills and aligning courses to prepare students to be successful in further education and a technology rich work environment.

There are three (3) proposal strategies for which a Consortium can apply: 1) a Planning Grant for sites that have not been previously funded through the Department of Workforce Development for pathways leading to a Program of Study; 2) implementation strategies that will lead to a program of study, or 3) implementation of Project Lead the Way (PLTW), a pre-engineering pathway. The “planning” and “implementation” pathways must be in STEM career-related fields or occupations listed on the “Hoosier Hot 50 Jobs” list.

All eligible recipients are encouraged to review this RFP and apply for participation in this program. A series of regional meetings will be held March 3, 4, 6 and 10, to respond to questions. Notifications of times and locations have been provided. If you have questions concerning this RFP, please contact Fannie Cox, 317-232-7355 or by email at fc Cox@dwd.in.gov.

Executive Summary

The Indiana Department of Workforce Development-Career and Technical Education (DWD-CTE) is pleased to announce the availability of \$3.2 million for the 2008-2009 school year for the planning and implementation of Tech Prep projects. The purpose of the Request for Proposal (RFP) is to provide funding local Consortia, led by Area Vocational Directors, who will be responsible for specific Tech Prep projects that meet the requirements outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

RFP Dissemination:

Friday, February 29, 2008

Deadline:

Six (6) non-bound Proposals must be received no later than 4:30 p.m., Friday April 18, 2008. Any proposals received after that time and/or date will not be reviewed.

Required Components:

To be considered for funding, proposals must describe planned, Measurable program improvements to address gaps in program and student performance. All components of the RFP must be addressed in order for proposals to be considered for funding.

Priorities:

To be considered for funding, proposals must address, in detail, the following eight (8) essential elements of Tech Prep:

- Tech Prep programs that lead to a minimum of an Associate Degree, national certification, credential or apprenticeship;
- Articulation between secondary and postsecondary institutions;
- Curriculum development supporting integrated/applied academics;
- Tech Prep Professional Development to support the eight elements;
- Professional Development for counselors;
- Equal access for special populations;
- Preparatory Services including career guidance;
- Coordination with the Basic Grant

Eligible Applicants:

Eligible applicants are consortia consisting of area vocational districts, secondary and postsecondary institutions, and business/employer partners. The scope of this project is based on the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, its respective used and core indicators.

Applications must be prepared and submitted by a consortium. To be eligible for this grant opportunity, a consortium must include, at a minimum, one member in each of the following three categories:

- 7) local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary schools;
- 8) (a) regionally accredited institution of high education that offers a two-year associate degree program, or a two-year postsecondary apprenticeship program, certificate or licensure, or (b) a proprietary institution of higher education that offers a two year associate degree program, or (c) four-year institutions offering a baccalaureate degree program;
- 9) Business/employer or consortium of employers that require high-skill/high-wage employees.

Consortia may also and are encouraged to include one or more of the following:

- 11) labor organizations;
- 12) employer organizations;
- 13) economic development organizations;
- 14) community-based organizations, and,
- 15) additional members such as parent/guardian, students, and counselors.

Special consideration will be given to those proposals that included community partners, parents, and students as part of their consortium.

Proposal Review:

Grant proposals will undergo a technical review upon submission to ensure completeness. Incomplete proposals or those not following the order outlined in the Requirements will be disqualified and will not be read or scored.

A review committee consisting of Indiana Department of Workforce Development/Career and Technical Education (DWD-CTE) and its stakeholders will evaluate proposals. Reviewers will assign numerical scores and prepare comments.

To be considered for funding, each proposal will be scored against a pre-determined set of parameters as outlined in the RFP. To receive funding, a proposal must receive a combined average score of 70 out of 100 points. Final approval for award will be determined by DWD-CTE.

When making decisions about awards, DWD-CTE reserves right to take into consideration geographic distribution and demonstrated readiness. DWD-CTE reserves the right to fund or not fund consortia that were previously funded. Funding and the level of funding will be based on the quality and appropriateness of the information submitted.

No appeals process is in place. Recommendations are final.

Application Timeline:

February 29, 2008	Availability of funding announced
April 18, 2008	Applications due to DWD/CTE
May 9, 2008	Award notifications to Applicants
July 1, 2008	Grant Start Date
December 31, 2008	Progress Narrative due to DWD/CTE
June 15, 2009	Second Progress Narrative due to DWD/CTE
June 30, 2009	Grant End Date
August 15, 2009	Close-out Packet due to Grant Accounting

Award notification:

Notification of awards will be emailed on or before May 9, 2008.

Grant period:

The grant period is 12 months and will begin on July 1, 2008 or completion of the State signature process, whichever comes later, and end on June 30, 2009.

Proposal Format:

All proposals must be submitted on standard 8.5 x 11 paper and organized in the following format and contain all listed items in the order indicated below. Proposals should not be more than 10 typed pages, excluding appendices. Proposals must be 12 point type font, with 1.5 line spacing, minimum of 1 inch margins, printed on one side only.

- i. Cover Letter
- j. Budget Narrative and Budget Form
- k. Detailed narrative responding to ten (10) Questions
- l. Signed Agreement

Data Submission and Reporting:

The collection, analysis and utilization of data are critical in determining the success of the program. Participating schools must commit to submitting data to the DWD/CTE via Indiana Technical Education Student Reporting system (InTERS). If you have questions about InTERS, need training or have questions about the data requirements, please contact Brin Sisco at bsisco@DWD.in.gov or at 317-234-4278.

Additionally, each applicant must agree to submit a progress report covering the period July 1, 2008 to December 15, 2008 submitted by December 31, 2008. The final report narrative and close-out report is due by June 15, 2009. In addition to the student data request, applicants must commit to provide any other data that might be pertinent to the success of the program.

Note: Funding may be delayed, may not be renewed or a repayment of funds requested if data submissions are not met as indicated in the above-referenced timelines.

Use of funds:

Each proposal must detail costs of each item and how calculated. Funds may be used for the following. Read the Carl D. Perkins Career and Technical Education Improvement Act of 2006, which can be found at http://www.rules.house.gov/109_2nd/text/s250/s250_conf_rept.pdf for details on allowable and non-allowable expenditures.

- m. Administration, not more than 5% of total requested;
- n. Salaries/Benefits: i.e., stipends for professional development, common planning time for teachers and faculty. Include lead person responsible, the number of individuals involved in the activity, their role, number of hours, rate, benefits, and deliverable. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item.
- o. Contract Services: may include consultants, stipends, honorarium, software lease, and other contract services;
- p. Materials/Supplies: breakdown requested items by cost, number to be purchased, intended use and by whom, and how the planned purchase will benefit the program;
- q. Equipment: breakdown requested items by cost, number to be purchased, intended use and by whom, and how the planned purchase will benefit the program. It is strongly recommended that not more than 50% of the total requested amount is spent on equipment purchases.
- r. Travel: State travel guidelines must be used when calculating travel, meal and lodging:
 - mileage is calculated at the rate of \$.40/mile;
 - in-state hotel rate is \$89; \$93 for Indianapolis, plus tax maximum;
 - out-of-state rate is at best available rate.

- in-state per diem is \$26/day (\$6.50 each for breakfast and lunch each; \$13.00 for dinner);
- out-of-state per diem is \$32/day (\$8.00 for breakfast and lunch each; \$16 for dinner).

Note: Please round all budgeted amounts to the nearest dollar.

Proposal submission: Six un-bound copies of the proposal are due by 4:30, Friday, April 18, 2008. These should be mailed to:

Fannie Cox
Indiana Department of Workforce Development
10 North Senate Avenue, Section 201E
Indianapolis, IN 46204

Essential Elements of Technical Preparation Programs

1. Programs that lead to an Associate or Baccalaureate Degree, apprenticeship, certificate, or credential

All Tech Prep programs have a sequence of appropriate, advanced, academic and technical courses. These programs must have at least two years of secondary level education linked to at least two years of postsecondary-level education. Various combinations of sequential coursework can be provided. Options include: beginning Tech Prep programs in the ninth grade with a four-year sequence at the secondary level, continuing with two additional years of baccalaureate level education. Nationally recognized certificate, credential or apprenticeship of at least two years following secondary education is another option allowed by the law:

- i. The curriculum structure and technical instruction must provide more rigorous academic and technical skill preparation to meet the workforce demand and the challenges of an increasingly technological society;
- j. The transition plan is such that students can make successful transitions from secondary to postsecondary study without remediation;
- k. Assurance that incoming students are prepared for the rigor of more challenging coursework such that they obtain the knowledge and skills and are prepared for further education or employment in high skill/high demand occupations;
- l. Has all students leaving high school with postsecondary credit or having met the standards for postsecondary studies to avoid remedial courses.

2. Articulation between Secondary and Postsecondary Institutions

Tech Prep programs within each Consortium have articulation agreements that provide a seamless pathway between secondary and postsecondary institutions. A data-driven process is in place to follow students from secondary Tech Prep programs to postsecondary Tech Prep programs.

There is a signed articulation agreement for each current year funded program that aligns the courses a student can take at the secondary level with those at the postsecondary level for a specific program major. The articulation agreement for new “planning” sites must be in place by the end of the grant period, June 30, 2009. For programs already in development, Years 2-4, signed articulation agreements must be in place by the end of the current year’s grant cycle, June 30, 2009.

3. Curriculum Development Supporting Integrated/Applied Academics

Tech Prep program curricula are aligned with Indiana’s academic and career and technical education standards.

As organizations change, so must the knowledge, skills and abilities of its employees for it to remain efficient and competitive. Consortia must work collaboratively to integrate curriculum and standards to ensure that students have a solid academic preparation as well as quality CTE options, the latest information and in-demand skills that lead to further education or employment in high demand/high wage fields.

4. Tech Prep Professional Development Supporting the Eight Elements

Members of the Tech Prep Consortium provide opportunities for secondary and postsecondary instructors, faculty and administrators to participate in Tech Prep professional development. This includes any type of

professional development processes provided by the Consortium that focus on enhancing the essential and supporting elements of Tech Prep.

5. Professional Development for Counselors

Guidance departments and personnel at both the secondary and postsecondary levels are essential to accomplishing the goals of Tech Prep programs because they can assist students in achieving career development competencies for use in school and beyond. Professional development includes any processes provided by the consortia focused on enhancing the essential and supporting elements (i.e., recruiting students and ensuring program completion, knowledge, skills and occupational information needed to assist students with career exploration, educational opportunities, education financing, and exposure to high-skill/high wage or high demand occupations.

6. Equal Access for Special Populations

Career and technical education programs prepare students, including special populations, for subsequent employment in high skill/high wage occupations, including those in STEM, or for participation in postsecondary education. If needed, review the definition of “special populations” in the Carl. D. Perkins Career and Technical Education Act of 2006.

7. Preparatory Services including Career Guidance

Guidance departments and personnel at the secondary and postsecondary levels are essential to accomplishing the goals of CTE/tech prep programs because they can assist students in achieving career development competencies for use in school and beyond. As such, guidance efforts should be constructed to provide the insight the students need to make reliable and actionable career decisions.

8. Coordinate with the Basic Grant

Tech Prep Consortia activities must coordinate with activities under the Title I, Perkins VI Basic Grant.

Grant Selection Criteria

Option 3

Tech Prep “Project Lead the Way (PLTW)” Pathway

The purpose of the Tech Prep “Project Lead the Way (PLTW) RFP is to fund the development and implementation of PLTW sites in Indiana. For the purposes of the RFP, applicants must be prepared to commit to a four (4) year PLTW curriculum implementation strategy, with the capstone course offered in Year 4, and to meeting all of the requirements of the Perkins legislation. A minimum of one new PLTW course must be offered each year of the four (4)-year cycle.

Grant awards will be made on an annual basis \$20,000, Year 1; \$15,000, Years two (2) through four (4). The total scheduled award amount for the four (4)-year grant cycle is up to \$65,000. Grant funds will be awarded based on the performance outcomes of the previous year’s plan. School programs will be evaluated annually for compliance and performance by the Department of Workforce Development staff and its stakeholders. These funds are not for Planning grants or for Biomedical Science pathways or programs.

For those sites that have been previously funded, the amount and duration of funding will depend on the number of years of previous funding. For example, if the Consortium was funded in 2006-07, Year 1, and funded in the 2007-08 school year, Year 2, if approved, will be eligible to receive an award up to \$15,000 for 2008-09. As indicated in the above-referenced award schedule, the 2008-09 school year represents the third year, Year 3, of funding.

In general, sites that have received funding for four (4) or more years and/or PLTW funding totaling \$70,000 or more are not eligible for these funds.

It is expected that a Consortium will receive funding for all four (4) years; however, the Consortium must meet specific implementation targets in order to receive the next successive year’s award. The Department of Workforce Development reserves the right to not award funding for a subsequent year if PLTW implementation targets are not met.

These targets include, but are not limited to:

- offering an additional PLTW course each year of the grant cycle until at least four courses, including the capstone course, are available for students to enroll;
- completion or attempted completion of the PLTW Certification process conducted by Purdue University by the conclusion of the second (2) year of the program. If certification not achieved by the end of Year 2, must provide an explanation and a plan to complete within the next year.
- submission of end-of-course assessment to the PLTW national data assessment group, True Outcomes;
- accurate and timely submission of enrollment data to DWD-CTE via InTERS;
- participation in PLTW’s evaluation process by responding to surveys and/or questionnaires in a timely manner.

Minimum requirements

The successful applicant's plan will demonstrate a commitment and readiness to implement an aligned sequence of courses that comprises a program for effective knowledge and skill development training, employment preparation, and postsecondary study in the field of engineering or engineering technology.

1. Consortium Application

30 Points

Under the Perkins Act of 2006, each Consortium that desires to receive a Tech Prep grant must submit an application containing a five (5)-year plan to the Department of Workforce Development. Each Consortium must also enter into an agreement with the Department of Workforce Development to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(b) of the Act.

Realizing that some Consortia may submit multiple proposals for schools within their district, please understand that only one Plan is required no matter the number of proposals submitted. The Plan, however, must be attached to each proposal submitted.

Each five (5) year plan should:

- Provide for the effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- Be developed in consultation with business, industry, institutions of higher education and labor organizations;
- Address effectively the issues of school dropout prevention and re-entry, and the needs of special populations;
- Provide education and training in an area of skill, including an emerging technology, in which there is significant workforce;
- Demonstrate how tech programs will help students meet high academic and employability competencies; and
- Demonstrate success in, or provide assurances of coordination and integration with basic grant funds.

2. Program Design

60 Points

Please respond to the following questions. While it is anticipated that responses will be concise, it is also anticipated that responses will be no more than five (5) pages in length.

Will the program be carried out under an articulation agreement between participants in the Consortium? List Consortium members and explain their roles.	
Will the program integrate academic and career and technical education instruction? How?	
Will the program provide technical preparation in a career field, including STEM, high-skill, high-wage or high-demand activities?	

Which field? Is it a Hoosier Hot 50 Job? Why is this program needed in your district?	
Will the program lead to technical skill proficiency, an industry recognized credential, certificate or a degree? Which?	
Will the program meet the academic standards of the State?	
Will the program link secondary and postsecondary institutions through: a. non-duplicative sequence of courses? Provide course titles and sequence. b. Concurrent enrollment in secondary education and postsecondary education coursework?	
Will the program use work-based or worksite learning experiences in conjunction with business and all aspects of an industry? How?	
Will the program include in-service, professional development for teachers, faculty and administrators? What is the planned deliverable? How many people will be included in the activity? How will it be shared among key personnel? How will students benefit? How many and what other in-services, professional development opportunities are planned? Briefly describe.	
Will the program include professional development programs for counselors? What will the professional development program include? How many counselors will it include?	
Will the program provide equal access to individuals who are members of special populations? How will the program provide services appropriate to the needs of special populations?	

3. Budget Narrative and Budget Form

10 Points

Each Tech Prep program proposal must include a detailed budget narrative, budget, and a plan to sustain the program after funding ends. As part of the narrative, please include availability of facility, equipment, supplies, external funding, human capital, and other applicable resources.

Appendix A

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical “PLTW” Education

Cover Page

1. Funding Request

Requested amount:	
School(s) involved:	
School Population:	
Planned PLTW Course(s)*:	
# Students to be enrolled:	

*Course(s)Title:

2. Designated Grantee/Fiscal Agent

First Name:	
Last Name:	
Title:	
Organization name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone number:	
Fax number:	
Email address:	
FEIN:	

3. Grant Contact Person

First name:	
Last name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone number:	
Fax number:	
Email address:	
Economic growth region:	

4. Technology Coordinator (data entry processing for InTERS data)

First Name:	
Last Name:	
Telephone number:	
Fax number:	
Email address:	

5. Previous Course Offerings – name, year implemented

	Year

Appendix B

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “PLTW” RFP

Budget Narrative

Breakdown by specific line item, i.e., Administration, Equipment, show the cost of each and how calculated.

Note: Please round to the near dollar.

Appendix C

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “PLTW” RFP

Budget Form

CFDA #: 84.243

FEDERAL AGENCY: USDOE

FUNCTION	OBJ/SUBJ	COST CATEGORY PROJECT CODE	BUDGET
700	7509	ADMINISTRATIVE COST	
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700	7557	PROFESSIONAL DEVELOPMENT	
700	7517	MISCELLANEOUS	
		TOTAL	

Appendix D

Carl D. Perkins Career and Technical Education Improvement Act of 2006

2008-09 Indiana Career and Technical Education “PLTW” RFP

Consortium Agreement

(Make additional copies as needed)

Area Vocational District

Area Vocational District Name/#

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Secondary school representative(s):

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary institution representative(s):

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Employer partner:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

APPENDIX E

CTE EVALUATION FORMS



**Indiana Department of Workforce Development Career and Technical Education
Post-Secondary Perkins-Funded CTE Initiatives Best Practices Review**

Requested Site Review Documents

I. Please provide copies of the following documents for the site review team to review on-site, and then keep:

1. Evidence of accomplishment of Perkins-funded anticipated outcomes
2. Detailed year-to-date ledger, showing the Perkins-funded activity budgets and actual expenditures
3. Chart of accounts
4. Names of people being paid by Perkins funds
5. Most recent payroll forms for people being paid by Perkins funds
6. Most recent timesheets for people being paid by Perkins funds
7. Travel reimbursement forms, if Perkins funds are paying for mileage
8. Contracts for all goods or services purchased under contract with Perkins funds
9. Receipts for all equipment and supplies purchased with Perkins funds
10. RFPs/bid documents for all procured goods and services paid with Perkins funds
11. Inventory list and tag numbers of all equipment purchased with Perkins funds
12. Budget modification letters, if any

II. During the site visit, the review team will need to see actual equipment and/or software purchased with Perkins funds.

III. Prior to the site visit, please email the following documents to bjbischoff@bjbischoff.com:

1. Payroll procedures (We have already received this from Ivy Tech and Vincennes University)
2. Travel reimbursement procedures (We have already received this from Ivy Tech and Vincennes University)
3. Procurement policies (We have already received this from Ivy Tech and Vincennes University)
4. Accounting procedures (We have already received this from Ivy Tech and Vincennes University)

	Indiana Department of Workforce Development Career and Technical Education (CTE)									
	Post-Secondary Perkins-Funded Program Review Scorecard 2.28.08 X College or University									
	Please provide evidence of program/activity implementation or budget usage that is consistent with stated objectives from the final Perkins proposal that was accepted by DWD. Evidence may include, but not be limited to, budget reports; discussions with Perkins Program Director, teachers, administrators, and students; observation of classroom activities; review of curriculum and related documentation; review of materials developed with Perkins funding; reports from third parties, such as employers; inter-institutional agreements; etc.									
	SECTION I: PERKINS-FUNDED PROGRAMS								BUDGET	
1	Name of program									
2	Name of program									
3	Name of program									
4	Name of program									
5	Name of program									
6	Name of program									
7	Name of program									
	TOTAL									
Indicators and Practices										
		Yes		No		N/A		Comments		Data Gathering Method
SECTION II: PROGRAMS OF STUDY										
2007-08 Program of Study Name:										
Post-secondary Goal:										
Occupational focus:										

1	Strong secondary and post-secondary components					
2	Challenging secondary and post-secondary academic and CTE standards are aligned					
3	Non-duplicative program sequence of courses bridging secondary and post-secondary					
4	Opportunity for secondary students to obtain a transcript of college credit while in high school (dual credit)					
5	Program leads to an industry-recognized credential, associates degree, or bachelor's degree					

6	Technical assessments are offered which reference industry standards							
7	Program leads to an occupation which is high wage and in high demand							
SECTION III: BUDGET USAGE								
Indicators and Practices		Yes	No	N/A	Comments	Data Gathering Method		
C. Required Usage Categories (cumulative for all programs)								
1	Activity/program strengthens the academic and career and technical skills of CTE students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study.							
2	Activity/program links CTE at the secondary level with the postsecondary level by offering the relevant elements of not less than one career and technical program of study							
3	Activity/program provides students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.							

4	Activity/program develops, improves, or expands the use of technology in career and technical education							
5	Professional development programs consistent with the state plan are provided to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs							
6	School is developing and implementing an evaluation of the program/activity, including an assessment of how the needs of special populations are being met.							
7	Activity/program initiates, improves, expands, and modernizes CTE program quality, including relevant technology.							
8	Activity/program is of sufficient size, scope, and quality to be effective.							
9	Activity/program prepares special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency							
	D. Permissible Usage (cumulative for all programs)							
1	All required usage categories have been met before permissible usage categories are targeted							
2	The following permissible usage categories have been targeted:							

E. Disallowable Expenditures (cumulative for all programs)						
	Expenditures do not support the following categories: Student expenses or direct assistance to students; Entertainment; Awards and memorabilia; Individual memberships; Memberships or anything related to lobbying; College tuition, fees, books; Fines and penalties; Expenses that supplant; Audits except single audit; Contributions and donations; Facilities and furniture--specialty items specific to CTE instruction is allowed; Alcohol; Fundraising; General administration apart from program administration; Advertising campaigns including promotional favors such as bumper stickers, pencils, pens or T-shirts			X		
SECTION IV: POST-SECONDARY LEVELS OF PERFORMANCE						
1	1P1. Technical skill attainment					From INTERS
2	2P1. Credential, certificate, or degree					From INTERS
3	3P1. Student retention or transfer					From INTERS
4	4P1. Student placement					From INTERS
5	5P1. Nontraditional participation					From INTERS
6	5P2. Nontraditional completion					From INTERS
7	School is reporting Student Testing Numbers to the Commission for Higher Education (Indicate if not, why not, then identify when STN reporting will begin)					From school's Office of Institutional Research

SECTION III: BUDGET USAGE									
1	Name of Program Activity:						Budget		
Indicators and Practices									
		Yes	No	N/A	Comments		Data Gathering Method		
A. Eligibility criteria									
1	Funded activity is new or improves or expands an existing program								
2	Activity was not funded in previous year through the school's general fund								
3	Funded activity is not required by another federal, state, or local law								
4	Data exists to support the need for the funded activity and the impact of the funding is measured								
B. Comparison of Budgeted vs. Actual Expenses									
1	Salaries								
2	Benefits								

3	Travel					
4	Contractual Services					
5	Equipment					
6	Materials/Supplies					
7	Other					
C. Required Usage Categories						
1	Activity/program strengthens the academic and career and technical skills of CTE students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study.					
2	Activity/program links CTE at the secondary level with the postsecondary level by offering the relevant elements of not less than one career and technical program of study					
3	Activity/program provides students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.					
4	Activity/program develops, improves, or expands the use of technology in career and technical education					
5	Professional development programs consistent with the state plan are provided to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs					

6	School is developing and implementing an evaluation of the program/activity, including an assessment of how the needs of special populations are being met.						
7	Activity/program initiates, improves, expands, and modernizes CTE program quality, including relevant technology.						
8	Activity/program is of sufficient size, scope, and quality to be effective.						
9	Activity/program prepares special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency						
D. Permissible Usage							
1	Permissible usage categories are targeted for this activity/program						
2	The following permissible usage categories have been targeted for this program:						
E. Disallowable Expenditures							
	Expenditures do not support the following categories: Student expenses or direct assistance to students; Entertainment; Awards and memorabilia; Individual memberships; Memberships or anything related to lobbying; College tuition, fees, books; Fines and penalties; Expenses that supplant; Audits except single audit; Contributions and donations; Facilities and furniture--specialty items specific to CTE instruction is allowed; Alcohol; Fundraising; General administration apart from program administration; Advertising campaigns including promotional favors such as bumper stickers, pencils, pens or T-shirts						

PART B

BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
 - Line I.D.1 The amount, if any, to be reserved under section 112(c).
 - Line I.D.1.a The percent and amount reserved for secondary recipients.
 - Line I.D.2.b The percent and amount reserved for postsecondary recipients.
 - Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
 - Line I.D.2.a The percent and amount slated for secondary recipients.
 - Line I.D.2 The percent and amount slated for postsecondary recipients.
- Line I.E. The amount to be made available for State leadership under section 112(a)(2).
 - Line I.E.a The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
 - Line I.E.b The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

II. Title II: Tech Prep Programs

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.a The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.b The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.a The percent of funds to be expended for State administration under Title II.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ <u>25,572,913</u>	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>	
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>25,572,913</u>	
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 88.06%</i>)	\$ <u>22,520,700</u>	
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u>0</u>	
a. Secondary Programs (<u>63.58%</u> of <i>Line D</i>)		\$
b. Postsecondary Programs (<u>36.42%</u> of <i>Line D</i>)	\$	
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$ <u>22,520,700</u>	
a. Secondary Programs (<u>63.58%</u> of <i>Line D.2</i>)	\$ <u>14,318,661</u>	
b. Postsecondary Programs (<u>36.42%</u> of <i>Line D.2</i>)	\$ <u>8,202,039</u>	
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	\$ <u>2,557,290</u>	
a. Nontraditional Training and Employment (\$ <u>60,000</u>)		
b. Corrections or Institutions (\$ <u>150,000</u>)		
F. State Administration (not more than <u>5%</u>)		
(<i>Line C x 1.94%</i>)	\$ <u>494,923</u>	
G. State Match (<i>from non-federal funds</i>) ¹	\$ <u>494,923</u>	

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 2,463,650
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$ 0
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$ 2,463,650
- D. Tech-Prep Funds Earmarked for Consortia \$ 2,340,468
- a. Percent for Consortia
(*Line D divided by Line C*) [95%]
- b. Number of Consortia (*To be determined based on competitive
applications received*)
- c. Method of Distribution (*check one*):
- Formula
- X Competitive
- E. Tech-Prep Administration \$ 123,182
- a. Percent for Administration
(*Line E divided by Line C*) [5%]

PART C

ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

CTE Participant – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrators – A secondary student who has earned six (6) or more Indiana credits in a single CTE career cluster, or four (4) Indiana credits in a single CTE career cluster in those program areas where four (4) Indiana credit sequences at the secondary level are recognized by the Indiana Department of Education. For one-credit courses, a student must earn credits in a sequence of at least four one-credit courses (earn 4 credits) for those one-credit courses to be counted toward the student meeting the definition of a concentrator.

B. Postsecondary/Adult Level

CTE Participant – A post secondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrators – A post secondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Secondary Tech Prep Student – A secondary education Tech Prep Student is a student who has enrolled in two CTE courses in the secondary component of a Tech Prep program.

A postsecondary education Tech Prep student is a student who has completed the secondary component of a Tech Prep program and has enrolled in the postsecondary component at an institution of higher education.

II. FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<i>Indicator & Citation</i>	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
IS1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 66%	<p>L: 73% (per email on pre-population) <i>Will be pre-populated at the request of the State</i> A:</p>	<p>L: 73% (per email on pre-population) <i>Will be pre-populated at the request of the State</i> A:</p>

<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B: 64%</p>	<p>L: 71% (per email on pre- population) <i>Will be pre- populated at the request of the State</i> A:</p>	<p>L: 71% (per email on pre- population) <i>Will be pre- populated at the request of the State</i> A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<i>Indicator & Citation</i>	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>		B:	L: N/A A:	L: A:

<p>3S1</p> <p>Secondary School Completion</p> <p><i>113(b)(2)(A)(iii)(I-III)</i></p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>		<p>B:</p>	<p>L: N/A</p> <p>A:</p>	<p>L:</p> <p>A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	State and Local Administrative Records	B:	L: +1% of Baseline ((per email on pre-population)) <i>Will be pre-populated at the request of the State</i> A:	L: +1% of Baseline ((per email on pre-population)) <i>Will be pre-populated at the request of the State</i> A:

<p>5S1</p> <p>Secondary Placement</p> <p>113(b)(2)(A)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>		<p>B:</p>	<p>L: N/A</p> <p>A:</p>	<p>L:</p> <p>A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: N/A A:	L: A:

<p>6S2</p> <p>Nontraditional</p> <p>Completion</p> <p>113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		<p>B:</p>	<p>L: N/A</p> <p>A:</p>	<p>L:</p> <p>A:</p>
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FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

B. POSTSECONDARY LEVEL/ADULT

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>		B:	<p>L: N/A</p> <p>A:</p>	<p>L:</p> <p>A:</p>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		B:	<p>L: N/A</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>		B:	L: N/A A:	L: A:

<p>4P1</p> <p>Student Placement</p> <p>113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		<p>B:</p>	<p>L: N/A</p> <p>A:</p>	<p>L:</p> <p>A:</p>
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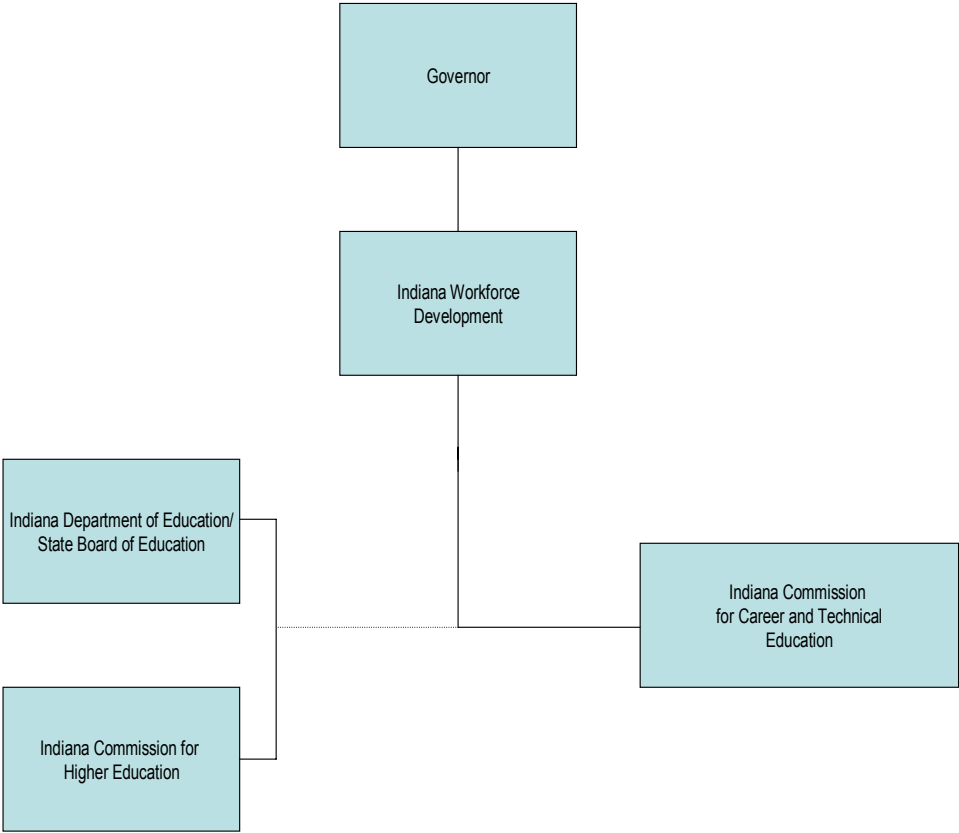
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: N/A A:	L: A:

<p>5P2</p> <p>Nontraditional Completion</p> <p>113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		<p>B:</p>	<p>L: N/A</p> <p>A:</p>	<p>L:</p> <p>A:</p>
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PART D

STATE GOVERNANCE STRUCTURE

State Governance Structure



PART E

CERTIFICATIONS AND ASSURANCES

Edgar Certifications

- (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
- (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
- (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
- (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
- (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
- (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Signature

Date

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT OR PROJECT NAME	PR/AWARD NUMBER AND /
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013

06/04
Approved by OMB
0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

264

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ☐ Audits of States, Local Governments, and Non-Profit Organizations. ☐
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

FY 2008 CAREER AND TECHNICAL EDUCATION PROGRAMS STATEMENT OF ASSURANCES

THE ELIGIBLE RECIPIENT ASSURES:

1. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Act of 2006 (Perkins IV), or any subsequent applicable acts.
2. Funds will be used to support programs of such size, scope, and quality to bring about improvement in the quality of career and technical education programs as identified in Section 134 (b)(6) and Section 135 (b) (8) of Perkins IV and to support the objectives included in the Local Education Agency's (LEA) Transition Plan.
3. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in an education program, including a career and technical education program, that requires the attainment of a federally funded skill level, standard, or certificate of mastery as specified in Section 314 of Perkins IV.
4. Each public announcement, bulletin, catalog, and all application forms will contain notice to publicly attest that the institution does not discriminate on the basis of sex, race, color, national origin, or disability. An annual public announcement is made in reference to publicizing the programs of Career and Technical education and the announcement is made understandable to all communities within the area to be served. Federal law prohibits discrimination on the basis of race, color, or national origin in educational programs or activities receiving federal financial assistance. (Title VI, Civil Rights Act of 1964) (Title IX Education Amendments of 1972) (Section 504 Rehabilitation Act of 1973)
www.ed.gov/print/about/offices/list/ocr/docs/nondisc.html.
5. The applicant assures that no funds expended under the Carl D. Perkins Career and Technical Education Act of 2006 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization. Personnel authorized to purchase equipment shall be advised of this requirement.
6. The applicant assures that such fiscal control and fund accounting procedures as may be necessary to ensure proper disbursement of and accounting for career and technical education funds will be provided. Expenditures must be in compliance with standard accounting procedures established by the Indiana State board of Accounting.
7. Federal Career and Technical Education funds made available will be used to supplement and to the extent practical, increase the amount of local/state funds for career and technical education, and in no case, to supplant such local/state funds as specified in Section 311 of Perkins IV.
8. Local recipients will review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to, or lowering success in the programs, for special populations; will provide programs that are designed to enable the special populations to meet the State-adjusted levels of performance; and will not discriminate against individuals who are members of the special populations on the basis of their status as members of the special populations as identified in Section 134(b)(8)(A)(B) and (9) of Perkins IV and to support the objectives as included in the LEA's Transition Plan.

9. The projected programs, services, and activities identified in the Local Plan/Application for Career and Technical Education were planned in consultation with representatives of the educational and training agencies available in the area to be served; and with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students, teachers, and other interested individuals as specified in Section 134(b)(3) of Perkins IV as indicated in the local education agency's Transition Plan.
10. The Local Plan/Application for Career and Technical Education, upon approval, constitutes an agreement to operate, maintain, and fund the programs and services as identified herein.
11. Appropriate facilities and qualified personnel will be provided for the programs, services, and activities proposed in this Local Plan for Career and Technical Education.
12. Annual program reports and such other reports as may be required will be submitted to the Department of Education.
13. Each system will annually evaluate progress toward meeting or exceeding each of the core indicators at the USDOE-approved benchmark, develop and implement strategies and participate in program reviews as specified in Section 134(b)(7) of Perkins IV as indicated in the LEA's Transition Plan.
14. Evaluation and accountability provisions for local plans will be carried out in accordance with Section 134(b)(2) and (7) and Section 135(b)(6).
15. Federal funds will be made available subject to final Grant Award and instructions from the United States Department of Education (USDOE).
16. This one-year application for funding is based on the objectives of the Transition Plan for Career and Technical Education as submitted by the local school system.

Signature _____ **Date** _____